

# THE STATE OF — HIGHER EDUCATION — IN CALIFORNIA



LATINOS



BLACKS



ASIAN AMERICANS  
NATIVE HAWAIIANS  
PACIFIC ISLANDERS



The Campaign for

**College  
Opportunity**

Increasing college graduates to strengthen California

September 2015

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For the purposes of this report, when we do not name specific groups individually, we will refer to two larger groups: Asian American and Native Hawaiians Pacific Islander (NHPI). Asian American include Bangladeshi, Bhutanese, Burmese, Cambodian, Chinese, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Nepalese, Pakistani, Sri Lankan, Taiwanese, Thai, Vietnamese, and Other Asian. Native Hawaiian and Pacific Islander include both Native Hawaiian (NH), the indigenous Polynesian people of the Hawaiian Islands or their descendants. Pacific Islanders (PI) include (but is not limited to) Samoan, Guamanian or Chamorro, Tongan, Marshallese, Fijian, Micronesian, and Tahitian. Occasionally we will reference Southeast Asians, a group which includes (but is not limited to) Cambodians, Hmong, Laotian, Thai, and Vietnamese.

# INTRODUCTION

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California is home to the nation's largest Asian American community and second largest Native Hawaiian and Pacific Islander (NHPI) community. Approximately, 6.3 million Asian Americans and 347,501 NHPIs live in California.<sup>1</sup> **More than one in seven Californians are either Asian American or NHPI.**<sup>2</sup> The Asian American, Native Hawaiian, and Pacific Islander community is one that is both significant in size and in diversity. It also represents the fastest growing racial/ethnic group in the state, ensuring their access to and success in California's public higher education system is critical for the California economy. With 87 percent of Asian Americans and 73 percent of NHPIs starting their college career in one of California's public community colleges or four year universities, the impact of state funding, policy and admissions practices are especially critical.<sup>3</sup>

A common misconception is that all Asian Americans are successful in the educational context. In reality, Asian Americans, Native Hawaiians, and Pacific Islanders are composed of diverse communities that experience a wide range of educational barriers and outcomes. Frequently, Asian Americans, Native Hawaiians, and Pacific Islanders are combined under one large group, "Asian Pacific Islander." This umbrella is often used as a way to unify and build coalitions among these diverse groups; however, data provided under this broad term masks the many historical and socioeconomic differences and challenges of each of the more than 48 ethnicities within the broader Asian American and NHPI categories.

The diversity of migration histories and experiences contributes to the contemporary social and economic conditions and educational opportunities of Asian Americans and NHPIs today. Although some Asian Americans and NHPIs have achieved success in higher education, others face significant barriers that limit their educational opportunity. In other words, there is great diversity of educational outcomes within the larger Asian American category and between Asian American and NHPI individuals.

This report is a first of its kind in attempting to share a much deeper analysis of higher education outcomes within these diverse groups in California higher education. This report seeks to portray a more accurate picture of Asian Americans

and NHPIs in higher education in California by analyzing data disaggregated by ethnicity when possible in order to bring to light the needs and issues facing Asian American and NHPI students. It is our hope and desire that policymakers, business leaders, and community advocates use the information presented in this report to inform state budget and policy conversations along with encouraging targeted college practices aimed at improving educational outcomes for the Asian American and NHPI community in California.

We find great variability within Asian American communities in terms of college-degree attainment, enrollment in four-year universities, and graduation in comparison to many Southeast Asian Americans. And while some Asian American groups have better educational outcomes than others, each group faces unique and pressing challenges that affect access to and success in higher education. For example, Asian Americans are more likely to be foreign-born and struggle with English proficiency than other racial/ethnic groups, including Latinos. Hmong and Cambodian children are living in poverty at slightly higher rates than Black and Latino children. NHPI students have lower graduation rates at both community colleges and California's four-year University of California (UC) and California State University (CSU) systems when compared to each system's average for all students. In addition to low graduation rates within California's public higher education system, NHPI undergraduates are also just as likely as Black undergraduates to enroll in for-profit colleges some of which have bad outcomes for students in terms of low graduation rates, and high college debt and loan default rates.<sup>4,5</sup>

The educational needs of the most underrepresented and disadvantaged Asian Americans and NHPIs can be overlooked and exacerbated when policymakers and college leaders base important decisions on data that only capture the characteristics of these communities as a whole. This practice may inaccurately assume that all Asian Americans and NHPI students are going to college and graduating, and therefore little to no policy or institutional interventions are necessary. Southeast Asian Americans and NHPIs tend to have educational outcomes closer to those of Latinos and Blacks, yet higher education conversations around underrepresented minority groups often exclude Southeast

Asian American or NHPI students. The data in this report demonstrates that this omission prevents college leaders and policymakers from addressing challenges that many Southeast Asian American and NHPI students face.

The diversity of California and our college educated populace has made us one of the strongest economic forces in the United States and in the world. A key to the future of our Golden State is to ensure that all of the state's racially and ethnically diverse communities have equitable access and equal opportunity to successfully attain college degrees. By addressing racial/ethnic gaps and disparities and by reinvesting in public higher education to expand educational access and equity for all students, we can build a strong foundation for a vibrant and sustainable California economy.

This report is the third in a series on the *State of Higher Education in California*; our other two reports analyzed Latino and Black educational opportunity and outcomes. These reports continue to affirm the reality that California is lacking a comprehensive vision for higher education that is courageous enough to reinvest in public higher education and to address the racial and ethnic educational gaps that continue to persist. We must address inequality in education and expand education access and equity, not because it is good for any one individual or racial/ethnic group, but because it is beneficial to the future economic success of our diverse state.

# RECOMMENDATIONS

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In looking ahead to the solutions that will address these challenges and expand higher education opportunity and equity for Asian Americans and NHPs, it is important that education policies and practices are based on disaggregated data and tailored to meet the needs of specific Asian American and NHPI ethnic groups. This type of evidence-based approach is necessary to remedy racial and ethnic disparities in higher education access and success. It also is essential that California continues to invest in our higher education system. Unless we reverse course and begin to invest adequate funding in public higher education, the educational future of Asian Americans and NHPs—and all Californians—will be in peril.<sup>6</sup>

1. Create a statewide plan for higher education.
2. Ensure colleges successfully move students through pre-college level courses, quickly and with improved retention rates.
3. Provide clear transfer pathways to four-year degrees.
4. Expand college knowledge in middle and high school and invest in support services students need to succeed.
5. Grow state funding to expand enrollment capacity so all California eligible students have a spot in our public higher education system.
6. Strengthen financial support options for low- to moderate- income college students.
7. Use disaggregated data to improve educational outcomes for Asian American and NHPI students. Act on closing gaps in access and success in California's public higher education system.
8. Ensure federal funding for Asian American and Native American Pacific Islander serving institutions is focused on student support and improving student outcomes for those students.



# BRIEF HISTORY

## *of race/ethnicity reporting and data disaggregation*

Obtaining disaggregated race and ethnic data on Asian Americans and Native Hawaiians and Pacific Islanders (NHPI) continues to be a challenge. Most data published on these groups is presented under the “Asian Pacific Islander” umbrella, which conceals considerable disparities between groups. Federal and state agencies are required to collect and publish data on NHPs separate from Asian American data; however, this policy has not been fully implemented in all facets of federal data collection and reporting.<sup>7</sup> Much of the push to disaggregate data has come from Asian American and NHPI advocates within the community who found that many critical issues remained invisible when data were published for the whole group.

The U.S. Census Bureau remains one of the most robust sources of disaggregated race and ethnic data for Asian Americans and NHPs, but did not begin reporting these two groups as separate until 2000. The Integrated Postsecondary Education System (IPEDS), the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States, has reported data on Asian Americans and NHPs separately since fall 2008, but does not go beyond these two distinctions.

There have also been numerous calls to disaggregate data on Asian Americans and NHPs further by discrete

ethnic subgroup within these two categories.<sup>8</sup> The broader terms of “Asian American” and “NHPI” also mask the many differences among ethnic groups within these broader categories, such as the challenges many Southeast Asian Americans face compared to some other groups.<sup>9 10</sup> In 2011, California Assembly Bill 1088 (by former Assembly Member Eng) was signed into law, requiring the California Department of Industrial Relations and Department of Fair Employment and Housing to provide disaggregated data on several smaller ethnic groups, including Bangladeshi, Fijian, Hmong, Indonesian, Malaysian, Pakistani, Sri Lankan, Taiwanese, Thai, and Tongan Americans.

While California’s three segments of public higher education (California Community Colleges, California State University, and University of California) collect and separate Asian Americans and NHPs in their data, they do not publicly report ethnic-specific data on Asian Americans or NHPs. While we applaud the systems for collecting ethnic specific data, it is unclear how campuses and systems use the disaggregated data for academic planning purposes. Because the Asian American and NHPI community is not monolithic, disaggregated ethnic subgroup data are essential to understanding and serving these communities well.



# HISTORICAL CONTEXT

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While some Asian Americans have been in the United States for several generations, their ancestors having labored to build railroads or to harvest farm crops, some are more recent arrivals. In the early 20th century the United States largely restricted immigration from Asia (and Africa) until 1965 when the Immigration and Nationality Act was enacted at the height of the Civil Rights Movement and those restrictions were lifted. Once restrictions were lifted, those who moved to the U.S. came for a variety of reasons. Many initially obtained visas under employment-based preferences in the late 1960s and included immigrants who were professionals fleeing political and economic instability. By the 1980s, large numbers of immigrants were moving to the U.S. to reunite with family members who had immigrated in the late-1960s and 1970s.<sup>11</sup> By 2010, more immigrants from Asian countries such as the Philippines, China, and India had obtained visas as either immediate relatives or under the family-sponsored preference rather than employment-based preferences.<sup>12</sup>

The Immigration and Nationality Act of 1965 gave preferences to highly-skilled Asian immigrants. In the book *The Asian American Achievement Paradox*, Lee and Zhou (2015) argue that this created a situation where some Asian immigrants to the United States were many times better educated than most people in their country of origin and more educated than the average American.<sup>13</sup>

Filipinos, California's largest Asian American community, grew substantially after the enactment of the Immigration and Nationality Act of 1965. Unlike other Asian American groups, the Philippines was a former U.S. colony and Filipino immigrants had unique family and economic ties to the U.S.<sup>14</sup> The Migration Policy Institute (2015) notes that Filipino immigrants to the U.S. in the post 1965 era tended to have strong English skills, be highly educated and be financially stable when compared to the U.S. foreign born population as a whole.<sup>15</sup>

Chinese grew dramatically post 1965, as Chinese immigration to the United States was restricted from 1882 to 1943 by the Chinese Exclusion Act.<sup>16</sup> Chinese represent California's second largest Asian American community.

In 1943, the Magnuson Act repealed the ban on Chinese immigration.<sup>17</sup> Yet, even after the ban was lifted in 1943, only 105 immigrants from China were allowed to enter the United States each year until the passage of the Immigration and Nationality Act of 1965.<sup>18</sup> Post 1965 Chinese immigrants tended to be well educated when compared to the overall foreign-born and native born population.<sup>19</sup> Today Chinese immigrants come to the US for a variety of reasons. The top three avenues for lawful immigration to the United States for Chinese immigrants are, 1) immediate relative of U.S. citizens (44 percent), 2) family sponsored preferences (21 percent) and 3) employment based preferences (16 percent).<sup>20</sup>

Many Southeast Asian Americans came to the United States in the late 1970s and 1980s as refugees, fleeing war-torn countries, many without significant education. This section will provide a historical background of specific Asian American, Native Hawaiian, and Pacific Islander communities in order to provide context to the unique challenges they face when seeking to attend and graduate from college.

## Southeast Asian Americans

Southeast Asian Americans emerged from a transformational moment in U.S. and world history. Decades of the U.S. war in Vietnam, the Secret War in Laos, and the bombings of Cambodia, followed by the Khmer Rouge genocide, pushed hundreds of thousands of refugees across borders and oceans to flee violence, political persecution, and economic oppression. Since 1975, over one million refugees from Cambodia, Laos, and Vietnam have been resettled in the United States, making Southeast Asian Americans the largest refugee community resettled in U.S. history.<sup>21</sup>

Southeast Asian Americans arrived in two major waves of refugees—those who arrived in the United States before and after the fall of Saigon, and the socio-economic and educational attainment differences between the two waves are quite stark. The first wave who came in 1975 were mostly wealthy and elite Vietnamese. Those who arrived in the



second wave in the early 1980s were less fortunate, having suffered within their war-torn countries and possessing vastly fewer resources than those from the first wave. Most Cambodians, Laotians, and Hmong arrived in the 1980s with little to no assets. Laotian and Hmong refugees typically had agrarian backgrounds and few resources when they resettled in the United States.

## Native Hawaiians and Pacific Islanders

There are more than 1.2 million Native Hawaiians and Pacific Islanders (NHPI) in the United States today, which include over 20 distinct cultural groups.<sup>22</sup> Hailing from more than 20,000 Pacific islands in three regions known as Melanesia, Micronesia, and Polynesia, the NHPI population includes larger communities such as Native Hawaiians, Samoans, Chamorros, Fijians, Tongans, and smaller communities such as Marshallese, Chuukese, and Tahitians, all of which have distinct traditions and languages. California is home to over 300,000 NHPis, many of which are among the fastest growing communities in the state.<sup>23</sup>

While Native Hawaiians are U.S. citizens and indigenous people, Pacific Islander immigrants hail from many different countries, some of which have political relationships with the United States. These political relationships determine whether immigrants from the Pacific Islands are considered citizens, nationals, immigrants, or migrants once they come to the United States and whether these immigrants are eligible for federal or state resources and programs. Many non-U.S. citizens mistakenly believe that they are not eligible for federal student aid when in fact many are eligible.<sup>24</sup> U.S. Nationals such as natives of American Samoa are eligible for federal financial aid. Filling out the Free Application for Federal Student Aid (FAFSA) form can assist these students in obtaining state or some college level forms of financial aid.<sup>25</sup> While undocumented students and those granted deferred action are not eligible for federal financial aid, many may be eligible for in-state tuition and state Cal Grant aid after completing the California DREAM Act Application.



# DEMOGRAPHICS

An estimated more than 6.3 million Asian Americans and more than 300,000 Native Hawaiians and Pacific Islanders (NHPI) live in California—about 16 percent of the state's population.<sup>26</sup> Almost one in seven Californians is Asian American or NHPI. California is home to the largest number of Asian Americans of any state in the nation and is home to the second largest number of NHPIs in the nation, only behind Hawaii.<sup>27</sup>

The Asian American, Native Hawaiian, and Pacific Islander (AANHPI) community is one that is large and diverse. The U.S. Census Bureau now reports data on over 23 distinct Asian American and over 19 distinct Native Hawaiian and Pacific Islanders (NHPI) ethnic groups—please see Appendix A for a detailed listing of all groups.<sup>28,29</sup> Asian Americans and NHPIs are also the more likely to be multiracial compared to the state's total population.<sup>30,31</sup>

Table 1 details the number of Asian American and NHPI individuals in California. Filipino, Chinese, Vietnamese, Indians, and Koreans are the five-largest Asian American groups. Native Hawaiians, Samoan, and Guamanian or Chamorro are the three largest NHPI groups statewide.

**Table 1:** Filipino, Chinese, Vietnamese, Indians, Koreans, and Japanese are the largest Asian American groups in the state

Ethnic group	Population count
Filipino	1,504,018
Chinese (except Taiwanese)	1,483,436
Vietnamese	690,779
Indian	648,833
Korean	518,691
Japanese	435,588
Cambodian	116,095
Hmong	94,390
Laotian	78,092
Native Hawaiian	76,093
Taiwanese	70,857
Thai	70,371
Samoan	56,449
Pakistani	55,511
Indonesian	44,109
Guamanian or Chamorro	41,226
Fijian	30,332
Tongan	28,299
Burmese	20,885

Source: U.S. Census Bureau 2013 American Community Survey, 3-year estimates, S0201.

Note: Figures for race and ethnic group include both single race and multiracial people.



Fifty-eight percent of Asian Americans are foreign born, a rate higher than Latinos. Among Asian American ethnic groups, Burmese (80%), Taiwanese (68%), Indian (68%), Korean (65%), Vietnamese (63%), and Chinese (60%) populations have the highest proportion of foreign-born.<sup>32</sup> While Asian Americans in California have a larger proportion who are recent immigrants compared to other groups, there are increasing numbers of native-born Asian Americans.<sup>33</sup> Among Pacific Islanders, Fijian (66%) and Tongan (39%) American populations have larger proportions of being foreign-born. Two-thirds of Fijian Americans are foreign-born. The majority of foreign-born Asian American and Pacific Islanders living in California, approximately 75 percent, entered the country before 2000.<sup>34</sup>

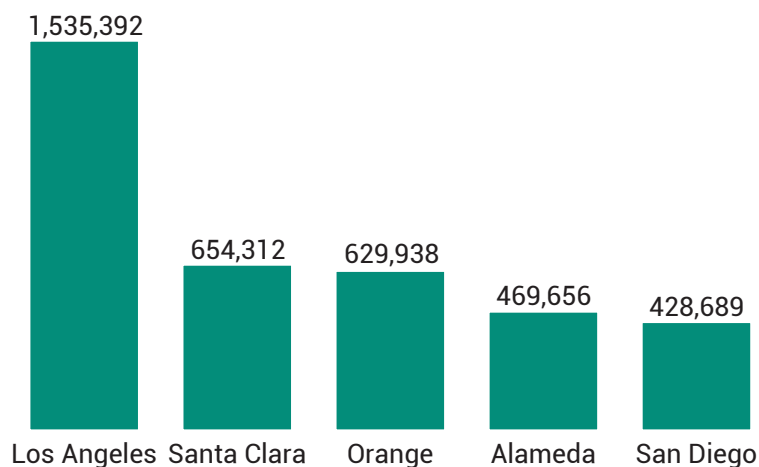
The majority of Asian Americans and NHPs live in California's largest metro areas (the greater Los Angeles region, the San Francisco Bay Area, and the greater San Diego region, see Figure 1). **Twenty-six percent of the state's Asian American population and 18 percent of the state's NHP population live in Los Angeles County alone. One-third of the state's NHP population lives in San Diego, Sacramento, Alameda, and Orange Counties.**

While the majority of Asian Americans and NHPs live in the greater Los Angeles, the San Francisco Bay Area, and the greater San Diego region, the Asian American and NHP population is also following the pattern of other groups and is growing in non-urban areas of California. For example, the areas of Sacramento and Fresno experienced higher rates of Asian American and NHP growth compared to other regions of the state.<sup>35</sup>

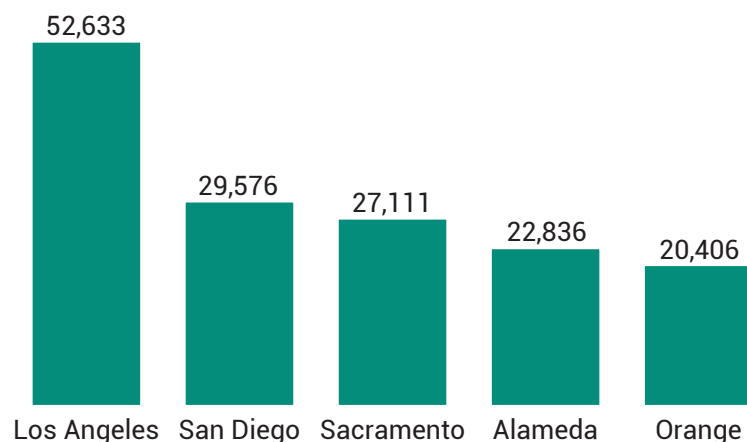
58 percent  
of Asian  
Americans are  
foreign-born

## Figure 1: Los Angeles County is home to the largest Asian American/NHP population in California

*Asian American population  
Top 5 counties, California, 2013*



*NHP population  
Top 5 counties, California, 2013*



Source: U.S. Census Bureau 2013 American Community Survey, 3-year estimates, S0201.

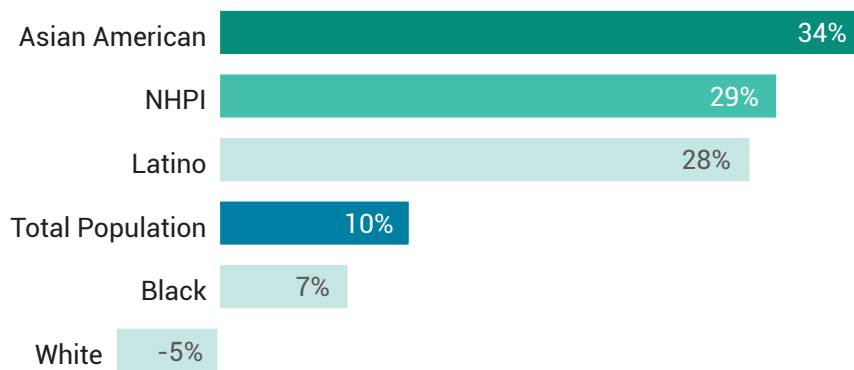
Note: Figures for race and ethnic group include both single race and multiracial people.

Asian American and NHPI populations grew faster than any other racial/ethnic group in California between 2000 and 2010, growing by 34 percent and 29 percent, respectively (Figure 2). Comparatively, California's overall population

grew by 10 percent while the White population fell by five percent during this same time period. This growth is only expected to increase (Figure 3).

## Figure 2: Asian Americans and NHPIs grew 3 times faster than the state's overall population growth rate

*Percent population growth by race and Hispanic origin, California, 2000 to 2010*

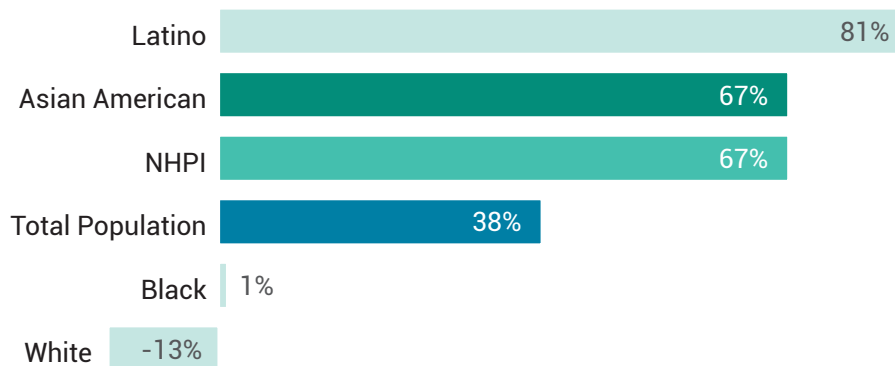


Source: U.S. Census Bureau, 2000 Census SF1, Tables P8 and P9; 2010 Census SF1, Tables P5 and P6.

Note: Figures for race and ethnic group include both single race and multiracial people, except for White, which is single race, non-Latino.

## Figure 3: Asian Americans and NHPIs are projected to represent California's second fastest growing racial group between 2010 and 2060

*Percent population growth by race and Hispanic origin, California, 2010 to 2060*



Source: California Department of Finance. (2014). Report P-1 (Race): State and County Population Projections by Race/Ethnicity, 2010-2060 (by decade).

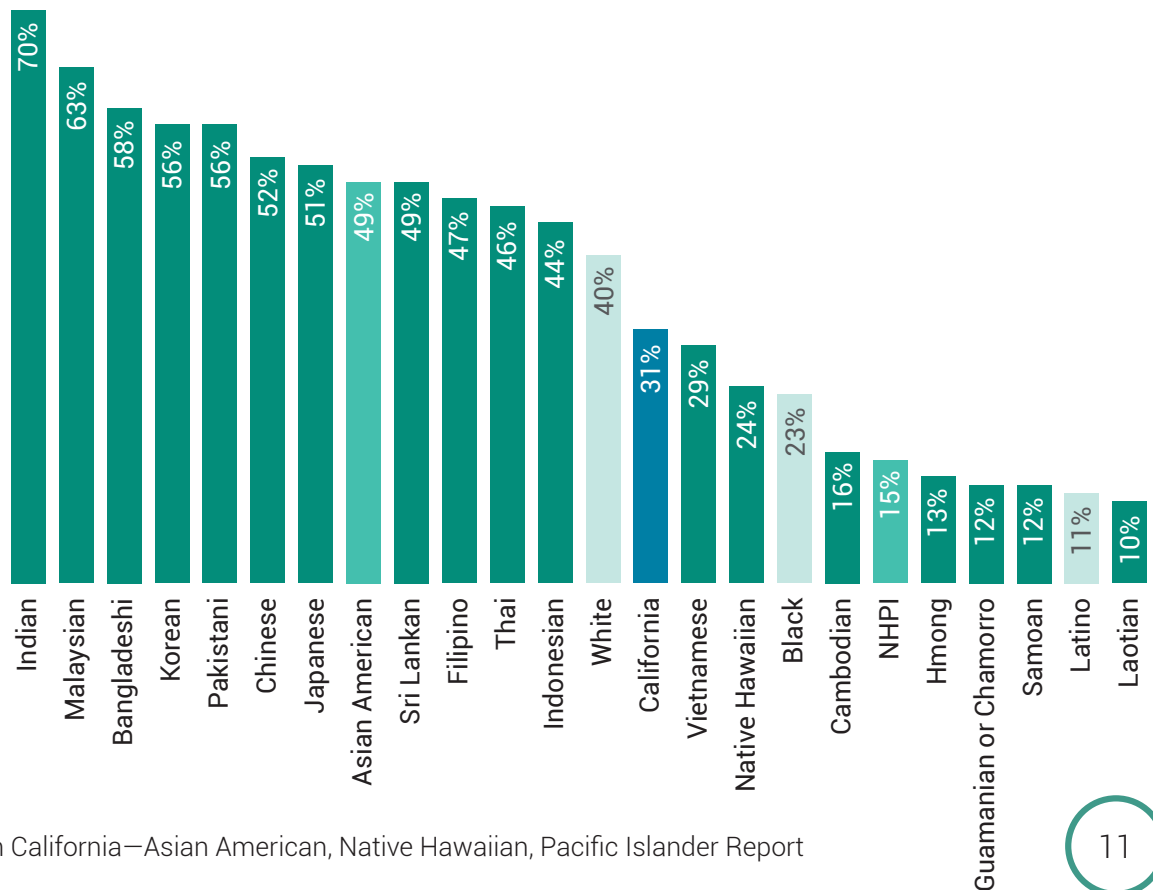
Note: Figures for race and ethnic group include both single race and multiracial people, except for White, which is single race, non-Latino.

# EDUCATIONAL ATTAINMENT

Levels of educational attainment vary among Asian American and NHPI adults. Although **almost one out of every two Asian American adults in California hold a baccalaureate degree or higher**, attainment rates for ethnic subgroups within this broad category vary by a range of 60 percentage points (Figure 4). When Asian American data are disaggregated by ethnic group, Vietnamese, Cambodian, Hmong, and Laotian American adults are actually less likely to hold college degrees than the average Californian adult and have attainment figures that are closer to those of Black and Latino adults. NHPI adults (15 percent) are not only less likely than Asian Americans (49 percent) to have a college degree, but also they are much less likely than Whites (40 percent), the average California adult (31 percent), and Blacks (23 percent) to hold a college degree.

**Figure 4:** Educational attainment rates for Asian Americans and NHPI communities vary by 60 percentage points

*Percent of the population 25 years and older with a Bachelor's degree or higher by race, Hispanic origin, and ethnic group alone, California, 2011-2013*



Source: U.S. Census Bureau, 2011-2013 American Community Survey 3-year estimates, Public Use Microdata Samples (PUMS).

Note: Figures for race and ethnic group include non-Hispanic single-race only. Chinese includes Taiwanese.

**Some Asian American and NHPI adults simultaneously have high rates of holding a high school diploma/GED but low rates of college degree attainment.** Among Native Hawaiian adults, 93 percent hold a high school diploma but only 24 percent have a baccalaureate degree. For Guamanian or Chamorro and Samoan adults, 87 and 81 percent have high school diplomas/GEDs, respectively, but only 12 percent (for both) hold a bachelor's degree.<sup>36</sup> Relatedly, many NHPI adults (28 percent) are more likely than other Asian American and NHPI groups (e.g., Indian 8 percent and Filipino 22 percent) to have attended some college but not earned an associate or baccalaureate degree.<sup>37</sup> About one-third of Guamanian or Chamorro adults have some college experience but no degree, a rate on par with Black adults (32 percent).

On average, U.S.-born adults have higher educational attainment levels than the foreign born. Native-born Chinese, Korean, and Vietnamese Americans are much more likely than their foreign-born counterparts to have a college degree (by 15 percentage points or more). Interestingly, Indians, Filipinos, and Laotians have relatively similar levels of educational attainment regardless of their nativity status (not shown).<sup>38</sup>

# COLLEGE ENROLLMENT

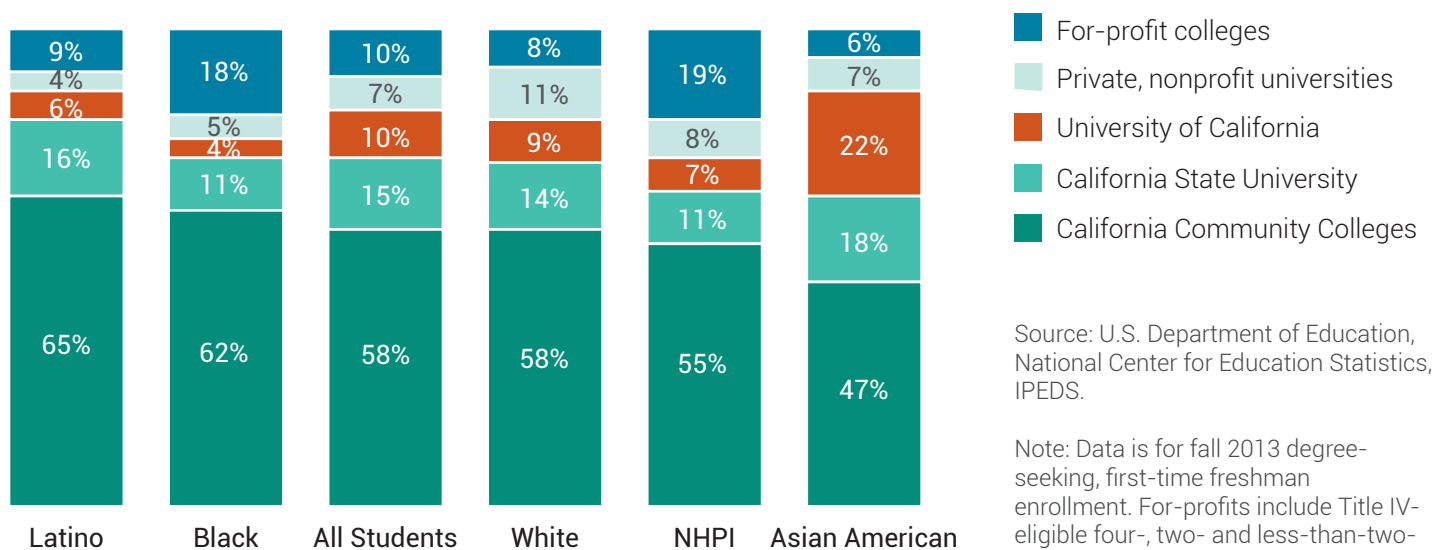
California has the largest system of public higher education in the country and there are hundreds of additional private, nonprofit universities and for-profit colleges in the state. Currently, 19 percent of Asian American undergraduates in California are enrolled in the University of California (UC)—slightly fewer than the 20 percent enrolled in the California State University (CSU). Among NHPI undergraduates, only five percent are enrolled in UC compared to eight percent of all California undergraduates. More than 20 percent of NHPI undergraduates attend for-profit colleges—more than twice the rate for the state average (9 percent). Nearly half of both Asian American and NHPI undergraduates are enrolled in California's Community Colleges, a rate that is similar to that of all California undergraduates,<sup>39</sup> underscoring the importance of community colleges to the state in general but also to Asian Americans and NHPs in particular as they aspire to earn a college degree.

## First-Time Freshmen Enrollment

Approximately 57,500 Asian American and 2,150 Native Hawaiian and Pacific Islander (NHPI) freshmen enrolled in college in California in fall 2013. Figure 5 illustrates where undergraduates in California are enrolled by major racial/ethnic groups. While Latinos are the most likely to enroll in California's Community Colleges, **nearly half of all Asian Americans (47 percent) and more than half of NHPI freshmen (55 percent) also begin their college journey in the California Community College system.**<sup>40</sup> Almost an equal share of Asian American first-time freshman are enrolled in UC (22 percent) and in CSU (18 percent). Only seven percent of NHPI freshmen enroll directly in UC and 11 percent enroll in the CSU while almost 20 percent enroll in a for-profit college—a rate similar to that of Black freshmen.

**Figure 5:** 87 percent of Asian Americans begin their college journey in a California public institution

*Distribution of first-time freshmen in California by sector and race/ethnicity, fall 2013*



Source: U.S. Department of Education, National Center for Education Statistics, IPEDS.

Note: Data is for fall 2013 degree-seeking, first-time freshman enrollment. For-profits include Title IV-eligible four-, two- and less-than-two-year colleges; private nonprofits include Title IV-eligible four-year universities only.



Since data disaggregated by Asian American and NHPI subgroups are unavailable from the U.S. Department of Education, we are unable to determine the enrollment patterns of smaller ethnic groups within the broader Asian American and NHPI racial categories for private institutions. However, we are able to analyze the racial/ethnic composition of the fall 2013 freshman cohort within each system of public higher education (California's Community Colleges, CSU, and UC) as we requested this specific information from the systems.

Table 2 compares the five largest Asian American and four largest NHPI ethnic groups in the state and their representation as first-time freshman in California's public colleges and universities.<sup>41 42</sup> Relative to their overall population, Filipinos, Native Hawaiians, Samoans, Guamanians or Chamorros, and Fijians are underrepresented within the UC system. In contrast, Filipinos—the largest ethnic group among California's college aged Asian American and NHPI population—are overrepresented in the community college system.

**Table 2:** Asian American and NHPI representation in California's Public Higher Education System

Ethnic group	Percent of California's Asian American and NHPI population	Percent of CCC freshman Asian American and NHPI population	Percent of CSU freshman Asian American and NHPI population	Percent of UC freshman Asian American and NHPI population
Filipino	24.6%	28.2%	26.9%	13.4%
Chinese (except Taiwanese)	24.3%	17.4%*	18.8%	30.5%
Vietnamese	11.3%	13.4%	16.8%	16.8%
Indian	10.6%	5.4%	6.6%	11.1%
Korean	8.5%	6.6%	5.1%	9.9%
Native Hawaiian	1.2%	1.2%	0.2%	0.2%
Samoan	0.9%	0.9%	0.4%	0.2%
Guamanian or Chamorro	0.7%	0.7%	0.2%	0.1%
Fijian	0.5%	n/a	0.6%	0.1%

Source: Data for California population from U.S. Census Bureau. 2011-13 American Community Survey, 3-Year estimates. Table S0201. Figures include Hispanic and non-Hispanic single and multiracial individuals. Other data from California's Community Colleges Chancellor's Office, California State University Chancellor's Office, and University of California Office of the President.

Notes:

UC and CSU data is for California residents only.

Due to small sample size California population estimates are reflective of the entire AANHPI population, not the college aged population.

\* Includes Taiwanese.

## CCC First-Time Freshmen Enrollment

Filipinos represent the largest share of Asian American and NHPI California Community College freshmen in fall 2013, followed by Chinese students, students who fall into the group “Other Asian,” and Vietnamese students.<sup>43</sup> Filipino and Vietnamese students are slightly overrepresented in the community college system when compared to their representation within California’s Asian American and NHPI community. Chinese, Indian and Korean students are underrepresented in California’s community college when compared to their representation within California’s Asian American and NHPI community.

## CSU First-Time Freshmen Enrollment

In fall 2013, approximately 10,000 Asian American (17 percent of the total freshman cohort) and 215 NHPI (0.4 percent of the total freshman cohort) first-time freshmen enrolled in the CSU system. CSU campuses draw many of their students from the local communities. Disaggregated data show that large numbers of Asian Americans and NHPs are enrolling in campuses located in areas with significant Asian American/NHPI populations. All CSU data presented in this section are for the California resident student population. The following campus specific first-time freshmen enrollment data are based on the following campuses (East Bay, Pomona, Fresno, Long Beach, Fullerton, San Francisco, Sacramento and San Jose) and are not representative of the entire CSU system.

- 60 percent of Asian American/NHPI freshmen at Fresno State University are Hmong. Fresno is home to the second largest Hmong population in the nation.<sup>44</sup>
- 32 percent of Asian American/NHPI freshmen at Cal State Fullerton are Vietnamese. Vietnamese students represent 32 percent and 23 percent of the fall 2013 Asian American/NHPI freshmen class at CSU Fullerton and San Jose State respectively.
- While Cambodians only make up about three percent of CSU’s Asian American/NHPI freshmen, Cambodians make up eight percent of the Asian American/NHPI population at Cal State Long Beach.
- Sacramento is home to the third-largest NHPI population among California counties.<sup>45</sup> 56 percent of NHPI freshmen at Sacramento State are Fijians. Fijians are also the largest NHPI group in the Sacramento area.<sup>46</sup>

- 40 percent of freshmen at San Jose State are Asian American. San Jose is located in Santa Clara County which has the second-largest population of Asian Americans statewide.<sup>47</sup>
- Indian students represent 12 percent and 10 percent of the Asian American /NHPI freshmen class at Fresno State and Sacramento State respectively.
- Filipinos represent the largest Asian American/NHPI community at Cal State East Bay.

## UC First-Time Freshmen Enrollment

In fall 2013, approximately 13,500 Asian American (40 percent of the freshman cohort) and 90 NHPI (0.3 percent of the freshman cohort) first-time freshmen California residents enrolled in the UC system. Similar to other college systems, Chinese, Vietnamese, and Filipino students make up almost two-thirds of Asian American/NHPI freshmen. The largest NHPI groups are Native Hawaiians and Samoans. Asian American and NHPI ethnic composition across UC campuses is varied.

- Almost half of all California resident Asian American/NHPI freshmen at UC Berkeley are Chinese (46 percent). Chinese enrollees are the largest group among Asian American/NHPI first-time freshmen at UC Berkeley, UC Davis, UC San Diego, and UCLA.
- Systemwide, NHPs make up 0.7 percent of UC’s Asian American/NHPI freshman class; however, NHPs make up more than 1 percent of Asian American/NHPI freshmen at UC Merced (1.9%), UC Santa Cruz (1.8%), and UC Santa Barbara (1.3%).
- Filipinos make up about one-fifth of Asian American/NHPI freshmen at three campuses: UC Merced (22%), UC Irvine (19%), and UC Santa Cruz (18%).
- Among UC freshmen, NHPs (8.6%) and “Other Asian” (8.5%)<sup>48</sup> make up a larger proportion of freshman enrollment at UC Merced than Latino (8.1%), Black (7.3%) and White (2.2%) freshmen.
- 25 percent of Asian American/NHPI UC Irvine freshmen are Vietnamese.

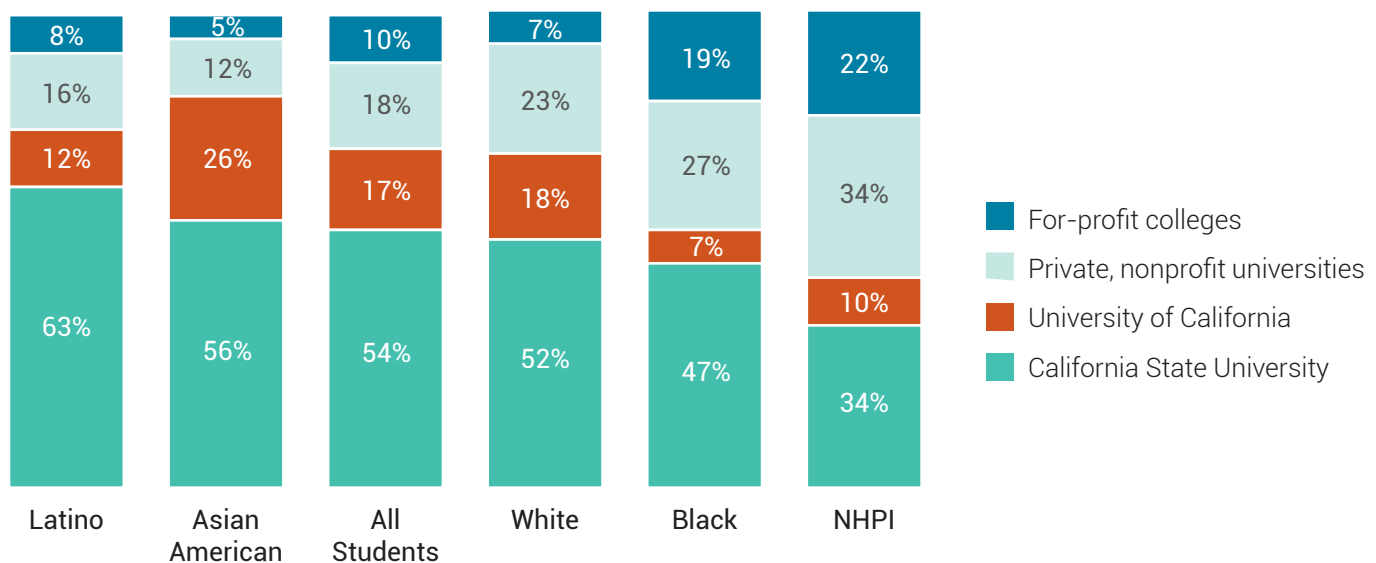
## Transfer Student Enrollment

Significant differences exist in the transfer pattern of Asian American and NHPI students relative to each other and compared to other racial/ethnic groups (Figure 6). Asian American students are the most likely to transfer to California's public four-year universities compared to other groups with more than half (56 percent) enrolling in CSU and 26 percent enrolling in UC. NHPI students are the most likely

to transfer to private nonprofit and for-profit universities compared to other groups—56 percent. In fact, only one-third of NHPI students transfer to CSU compared to almost two-thirds of Latinos and half of all students in California. NHPI students are just as likely to transfer to a four-year for-profit college as they are to CSU—the highest proportion relative to other racial/ethnic groups.

### Figure 6: NHPI students transfer to for-profit schools at similar rates to their Black peers

*Distribution of transfer students in California by sector and race/ethnicity, fall 2013*



Source: U.S. Department of Education, National Center for Education Statistics, IPEDS.

Note: Data is for fall 2013 degree-seeking, first-time freshman enrollment at Title IV-eligible four-year universities.

# COLLEGE COMPLETION

## California Community College Completion

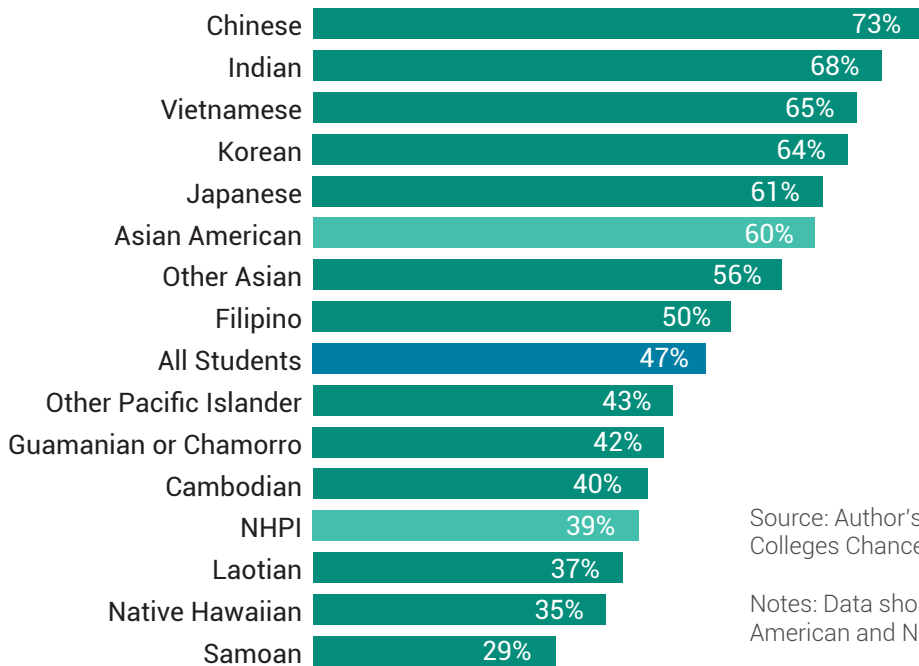
An analysis of data from the California Community Colleges Chancellor's Office finds that 47 percent of students who enrolled in 2007-08 for the first time (the most recent available to the authors) completed within six years (Figure 7).<sup>49</sup>

Completion rates for NHPI students are about 21 percentage points lower than they are for Asian American students. However, completion rates differ by more than 20 points among Asian Americans as well. Filipino students and those

who make up the "Other Asian" category (includes all Asians other than Chinese, Indian, Japanese, Korean, Laotian, Cambodian, Vietnamese and Filipino) have completion rates lower than the Asian American average. Filipinos and the aggregate "Other Asian" category make up about 42 percent of the overall Asian American/NHPI enrollment at California's Community Colleges. Although not shown below, historical California Community College data show that completion rates for NHPI students are relatively similar to those of Black and Latino students.<sup>50</sup>

**Figure 7:** Six-year completion rates differ by more than 20 points among Asian American and NHPI students

*Six-year completion rates for cohort entering in 2007-08*



There is more than a 40 percentage point difference between Chinese, who complete at the highest rate, and Samoans, who have the lowest completion rate

Source: Author's analysis of data from California Community Colleges Chancellor's Office.

Notes: Data should be interpreted with caution as some Asian American and NHPI cohorts are small.

"Completion" is defined as students who earned a certificate, associate degree, or completed transfer requirements. Cohort-eligible students includes first-time students who earned a minimum of 6 units and attempted any Math or English course within the first three years.



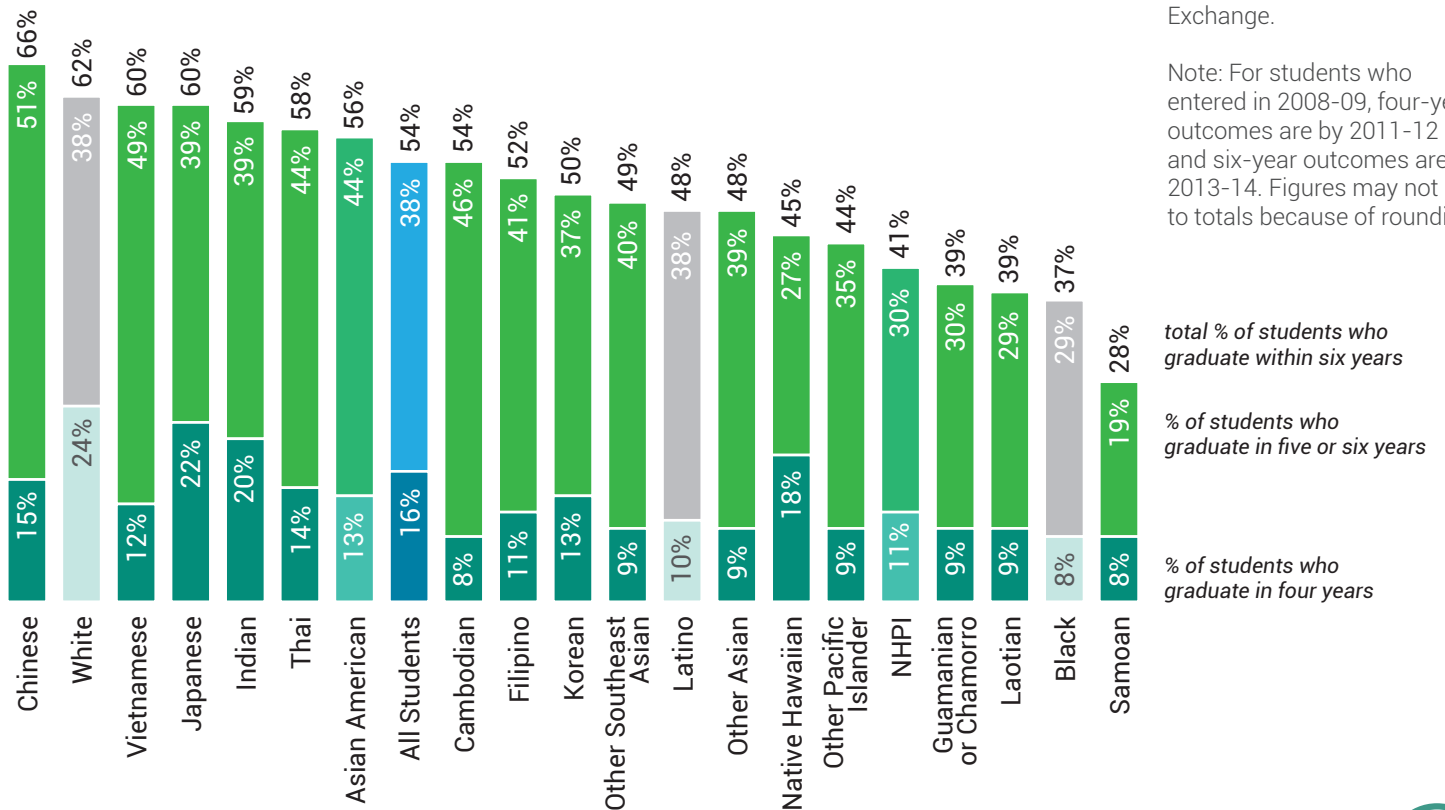
One of the key functions of the community college system is to serve as a transfer pathway for students who wish to earn a baccalaureate degree at a four-year university. California's community college system in particular is critical to the educational and economic success of the state as 52 percent of CSU and 31 percent of UC graduates started at a California community college.<sup>51</sup> National research indicates that more than 80 percent of community college students intend to earn at least a bachelor's degree,<sup>52</sup> yet within three years, only 12 percent of California Community College students actually transferred to a four-year university. For the broad Asian American category, that figure is 18 percent, for Filipinos 12 percent, and for NHPI 11 percent (data disaggregated by ethnic subgroup are not available).<sup>53</sup> Six-year transfer outcomes for the same cohort are better: Asian American (54 percent); Filipino (38 percent); all students (38 percent); and NHPI (35 percent).<sup>54</sup>

## California State University Graduation

In 2009, the California State University system (CSU) launched its Graduation Initiative which aimed to increase graduation rates for all students and decrease the gap in degree attainment between underrepresented minority (URM) students (i.e., Black, Latino and American Indian) and non-URM students (i.e., White, Asian American and Pacific Islander) by 50 percent. As part of the initiative, all CSU campuses have agreed to take action to increase their graduation rates to the top quartile of similar institutions nationwide. CSU campuses that are already in the top quartile for universities nationwide are set to increase their six-year graduation rates by six percentage points and to decrease disparities for URM students by 50 percent.<sup>55</sup> While CSU is on track to reach that overall goal, completion rates vary significantly among racial/ethnic groups in general and by specific Asian American and NHPI communities. The CSU should consider adding certain Asian American and NHPI communities (e.g., Native Hawaiians and Pacific Islanders) to their definition of URM, as their graduation rates are more comparable to Black students than Asian Americans (see Figure 8).

**Figure 8:** Asian American and NHPI groups have lower four-year graduation rates than White students

*CSU freshmen four- and six-year graduation rates, fall 2008 cohort*



Source: Author's analysis of data from CSU Chancellor's Office and CSU Division of Analytic Studies, Consortium for Student Retention Data Exchange.

Note: For students who entered in 2008-09, four-year outcomes are by 2011-12 and six-year outcomes are by 2013-14. Figures may not sum to totals because of rounding.

Only 16 percent of CSU freshmen graduate within four years and 54 percent within six years (Figure 8). While more recent attention has been on the low graduation rates of Latino and Black students, many Asian American and NHPI students are also taking longer to graduate from CSU, if they do so at all. For example, all Asian American and NHPI groups have lower four-year graduation rates than White students (24 percent)—slightly more than one in ten Asian American (13 percent) and NHPI (11 percent) freshmen will graduate within four years compared to 24 percent of White students. White freshmen (62 percent) at CSU also have higher six-year graduation rates than Asian Americans (56 percent) and NHPIs (41 percent).

There is large variation among both Asian American and NHPI ethnic subgroups. For example, four-year CSU graduation rates for Cambodians are very low at eight percent, but their six-year graduation rate at 54 percent is average. While Native Hawaiians have above-average four-year graduation rates (18 percent), their six-year graduation rate is only 45 percent. Similar to their Black and Latino peers, less than half of some Southeast Asians, Native Hawaiians, Guamanians or Chamorros, Laotians, and Samoans will graduate from CSU within six years.<sup>56</sup>

When viewing disaggregated data it is important to consider how sample size can affect outcomes. According to the 2011-13 American Community Survey approximately 487,575 Asian Americans and 17,251 NHPI are within the traditional 18-24 college aged population in California. While this number may seem large when data is broken down by specific ancestries the numbers become much smaller for each group. Within California's college aged population 15,146 individuals are of Korean ancestry, 5,102 are Hmong and 3,015 are Samoan. In contrast 39,329 individuals of Chinese ancestry. These sample sizes get even smaller when examining those that enter California's public higher education system. Small sample sizes greatly affect the weight each student accounts for in the calculation of graduation rates and remediation rates. Additionally, small sample sizes can also produce unreliable estimates which can change year to year. Thus, while our findings based on disaggregated data are consistent across the three segments of public higher education in California they should be interpreted with caution.

Findings from an analysis of the eight CSU campuses with the largest Asian American and NHPI populations (East Bay, Fullerton, Fresno, Long Beach, Pomona, Sacramento, San Francisco, and San Jose):

- At Fresno State, where Hmong make up the majority Asian American/NHPI population only eight percent of Asian American/NHPI freshmen enrolling in 2008 graduated within four years and 45 percent graduated within six years.<sup>57</sup>
- Cal State Fullerton enrolls the largest Vietnamese student population among the eight selected CSU campuses. Four- and six-year graduation rates (14 and 66 percent, respectively) for Vietnamese freshmen at Cal State Fullerton are higher than the systemwide average (12 and 60 percent respectively).
- Cal State Long Beach enrolls the largest number of Cambodian students among the eight selected CSU campuses. While the four-year graduation rate for Cambodians at Cal State Long Beach is only four percent while the six-year graduation rate is 70 percent.<sup>58</sup>
- For the 2008 cohort, at Sacramento State the four- and six-year graduation rates for Asian American/NHPI were five and 39 percent, respectively.<sup>59</sup> The six-year graduation rate at Sacramento State is lower for Asian Americans/NHPIs (39 percent) than that of Latinos (44 percent) and Whites (51 percent).<sup>60 61</sup>
- San Jose State enrolls the most Asian American/NHPI students among the eight selected campuses and has the second-lowest four-year graduation rates for Asian American/NHPI at eight percent (54 percent graduate in six-years).<sup>62</sup>

**Slightly more than one in 10 Asian American and NHPI freshmen will graduate from CSU within four years, compared to 24 percent of White students**

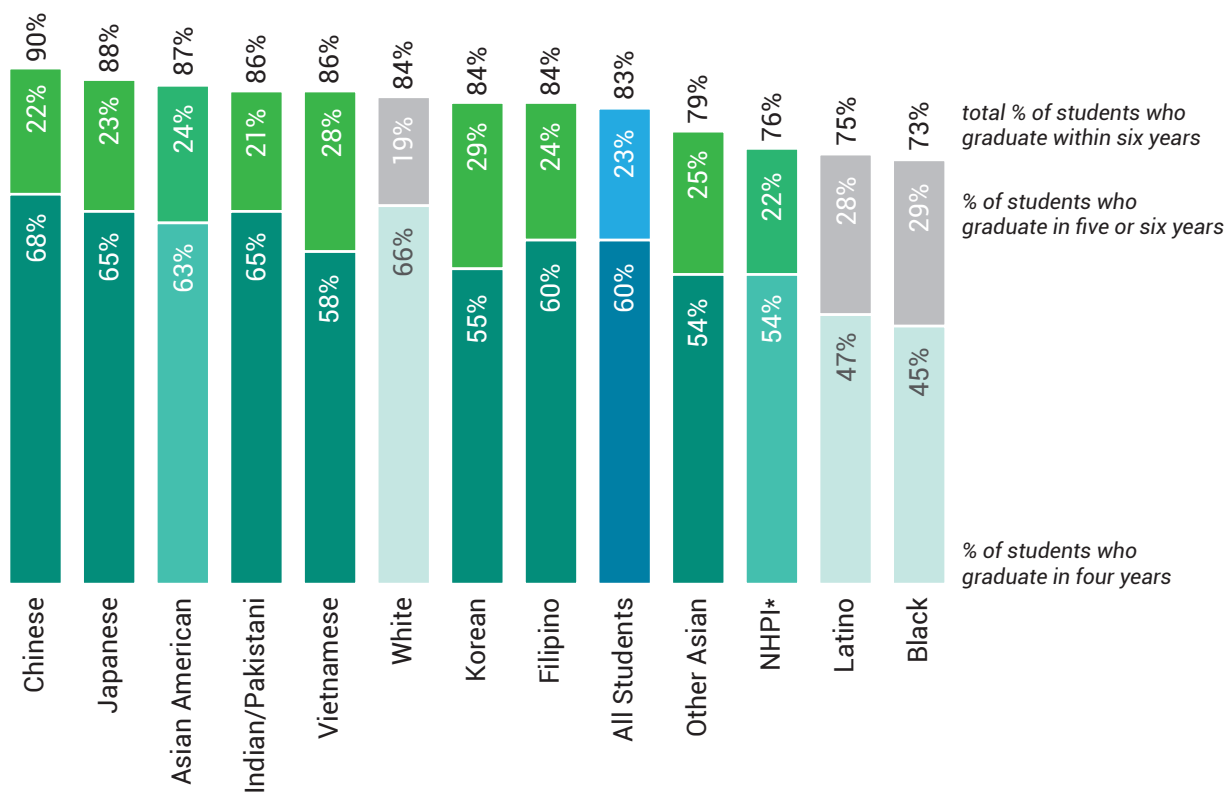
## University of California Graduation

The majority of freshmen at the University of California graduate within six years—83 percent (Figure 9). Four- and six-year graduation rates for students in the UC-designated “Other Asian” category (which includes mostly Southeast Asian groups) and NHPI groups have lower than average four- and six-year graduation rates that are similar to those of Latino (75 percent) and Black freshmen (73 percent).

White students are slightly more likely to graduate within four years compared to Asian American freshmen—66 percent compared to 63 percent. While we were able to obtain campus specific graduation rates disaggregated for Asian American and NHPI students, due to small numbers for many groups at specific campuses that data will not be presented.

### Figure 9: NHPI six-year UC graduation rates are similar to Blacks and Latinos

*UC freshmen four- and six-year graduation rates, fall 2007 cohort*



Source: University of California Office of the President

Note: Data should be interpreted with caution as some Asian American and NHPI cohorts are small.

\*Data for NHPI has 100-250 enrollees, thus is subject to variability and should be interpreted with caution. Graduation rates for students who entered in 2007-08, four-year outcomes are by 2010-11 and six-year outcomes are by 2012-13. Figures may not sum to totals because of rounding.

Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) is a program of the U.S. Department of Education. This program was first authorized by the 2007 College Cost Reduction and Access Act and is designed to help colleges and universities that serve low-income Asian American and NHPI students to support and promote their degree attainment.<sup>63</sup> The program is structured as a competitive grant process for institutions with at least a 10 percent enrollment of Asian American and NHPI full-time equivalent students, among other requirements of low-income students and per student spending.<sup>64</sup> **Forty-seven percent of all associate degrees and 25 percent of all bachelor's degrees conferred to Asian American and**

**NHPI students in 2010 were from AANAPISI institutions.**<sup>65</sup> Geographically, AANAPISIs are concentrated mostly in the western part of the U.S. with the largest concentration in California.<sup>66</sup> AANAPISI funding has been used by many educational institutions nationwide including De Anza College and City College of San Francisco to develop targeted interventions to improve the transition of students from pre-college course enrollment to enrollment in college level classes and to increase interest and enrollment in courses which could lead to careers in STEM fields.<sup>67</sup> AANAPISI funding should be utilized by all institutions which meet the criteria to target improvements to better serve their student populations.

### Figure 10: AANAPISIs in California

#### California Community Colleges

1. American River College
2. Berkeley City College
3. Cañada College
4. Cerritos Community College
5. Chabot College
6. City College of San Francisco
7. Coastline Community College
8. College of Alameda
9. College of San Mateo
10. Contra Costa College
11. Cosumnes River College
12. Cypress College
13. DeAnza Community College
14. East Los Angeles College
15. El Camino College
16. Evergreen Valley College
17. Fresno City College
18. Fullerton College
19. Glendale College
20. Golden West College
21. Irvine Valley College
22. Laney College
23. Las Positas College
24. Long Beach City College
25. Los Angeles City College
26. Los Angeles County College of Nursing and Allied Health
27. Los Angeles Harbor College
28. Los Angeles Pierce College
29. Los Medanos College
30. Merced College
31. Merritt College

32. Mission College
33. Mt. San Antonio College
34. Napa Valley College
35. Ohlone College
36. Orange Coast College
37. Pasadena City College
38. Sacramento City College
39. Saddleback College
40. San Diego City College
41. San Diego Mesa College
42. San Diego Miramar College
43. San Joaquin Delta College
44. San Jose City College
45. Santa Monica College
46. Skyline College
47. Solano Community College
48. Southwestern College
49. West Valley College
50. Woodland Community College
51. Yuba College

#### California State University

52. California State Polytechnic University, Pomona
53. California State University, Dominguez Hills
54. California State University, East Bay
55. California State University, Fresno
56. California State University, Fullerton
57. California State University, Long Beach
58. California State University, Los Angeles

59. California State University, Northridge
60. California State University, Stanislaus
61. San Diego State University
62. San Francisco State University
63. San Jose State University

#### University of California

64. University of California, Irvine
65. University of California, Merced
66. University of California, Riverside
67. University of California, Santa Barbara
68. University of California, Santa Cruz

#### Private, nonprofit universities

69. California College of the Arts
70. Coleman College
71. Holy Names College
72. La Sierra University
73. Laguna College of Art and Design
74. Mills College
75. Mt. Saint Mary's College
76. National University
77. Notre Dame de Namur University
78. Otis College of Art and Design
79. Pacific Union College
80. St. Mary's College of California
81. University of San Francisco
82. University of the Pacific

Source: Hegji. (2015). MEMORANDUM: Asian American and Native American Pacific Islander-Serving Institutions. Congressional Research Service.



# ADMISSION TO THE UC

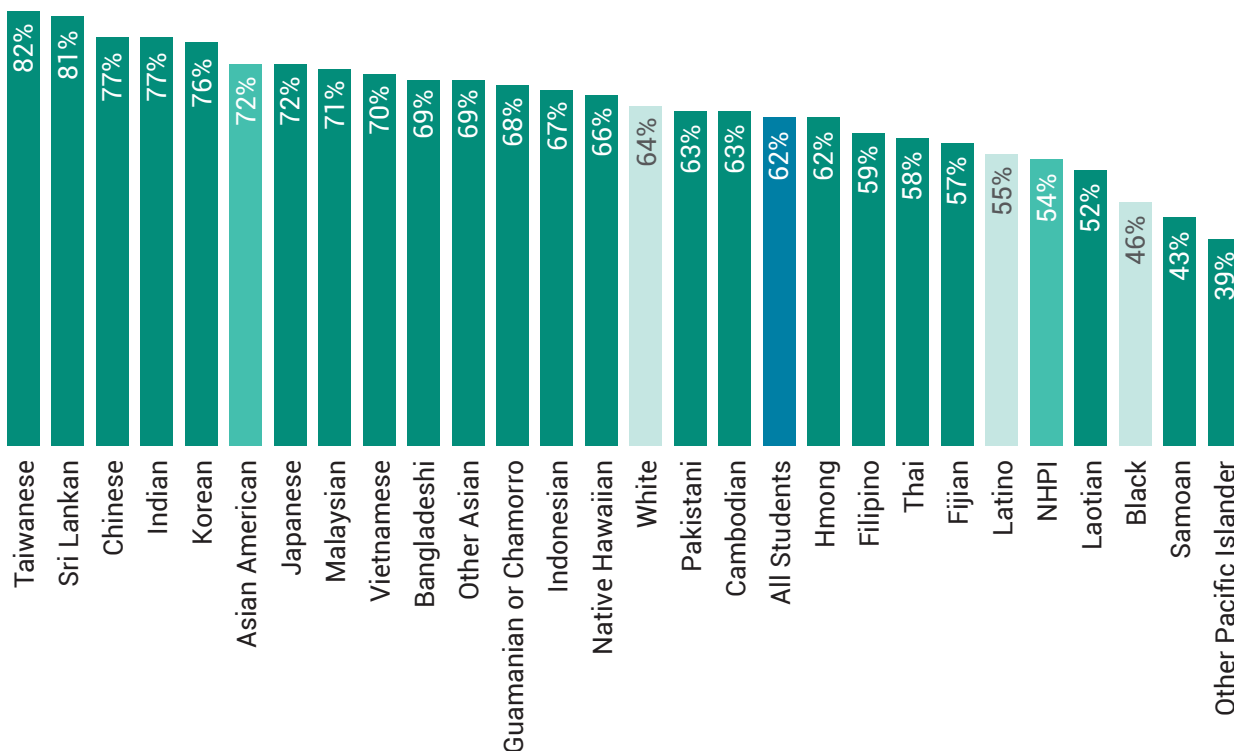
Admission to California's UC public university system has gotten increasingly more difficult over time, especially at flagship campuses like UCLA, UC Berkeley, and UC San Diego. For example, only 17 percent of freshman applicants to UC Berkeley for the fall of 2015 term were admitted and those students had an average high school grade point average of 4.19.<sup>68</sup> Preliminary estimates recently released from the UC Office of the President indicate that the UC system admitted 1,039 fewer California residents this year compared to last year.<sup>69</sup> Without substantial four-year enrollment growth, admission to the UC will remain out of reach for many UC eligible students. Asian American and NHPI communities, like all Californians, are hurt by capacity constraints within the UC system as more and more qualified applicants are being turned away from their campus of choice and redirected to less selective UC campuses given the state and the system's inability thus far to adequately grow capacity and fund additional spots in college for the growing young

adult population in the state. In fact, the UC participation rate or the percentage of California high school graduates that enroll directly in the UC system after high school is at its lowest point in thirty years.<sup>70</sup> A growing pool of eligible students is simply confronting the challenge of having been born at a time where public investment in higher education is not keeping pace with the reality of providing them greater opportunity to earn a college degree at just the time when the workforce demands more educated workers.

The average UC admission rates for Asian Americans is 72 percent; for NHPI groups the average admit rate is 54 percent. For comparison, the system-wide average admit ratio was 62 percent for the fall of 2014 term. However, **admission rates vary by 40 percentage points** among the different Asian American/NHPI groups (Figure 11) with many Southeast Asian, NHPIs, Latinos, and Blacks experiencing lower than average admission rates to the system.

**Figure 11:** Admit rates for Asian American and NHPI groups to the UC vary by 43 percentage points

*Percent of California resident applicants who were admitted to the UC system in fall 2014*



Source: University of California Office of the President

# BARRIERS TO ACCESS AND SUCCESS

As the data in this report demonstrate, there is a range of educational outcomes within the Asian American and NHPI community. Some groups face barriers making access to and success in higher education a major challenge. Factors such as poverty, English language proficiency, low A-G completion rates, and low high school graduation rates have all shaped the educational trajectory of certain groups within the Asian American and NHPI community. Once students enter California's higher education system, remediation at the CCC and CSU can serve as roadblocks to successful completion of a degree. The purpose of this section is to examine the factors which have affected access to and success in California's public higher education system for many Asian American and NHPI communities.

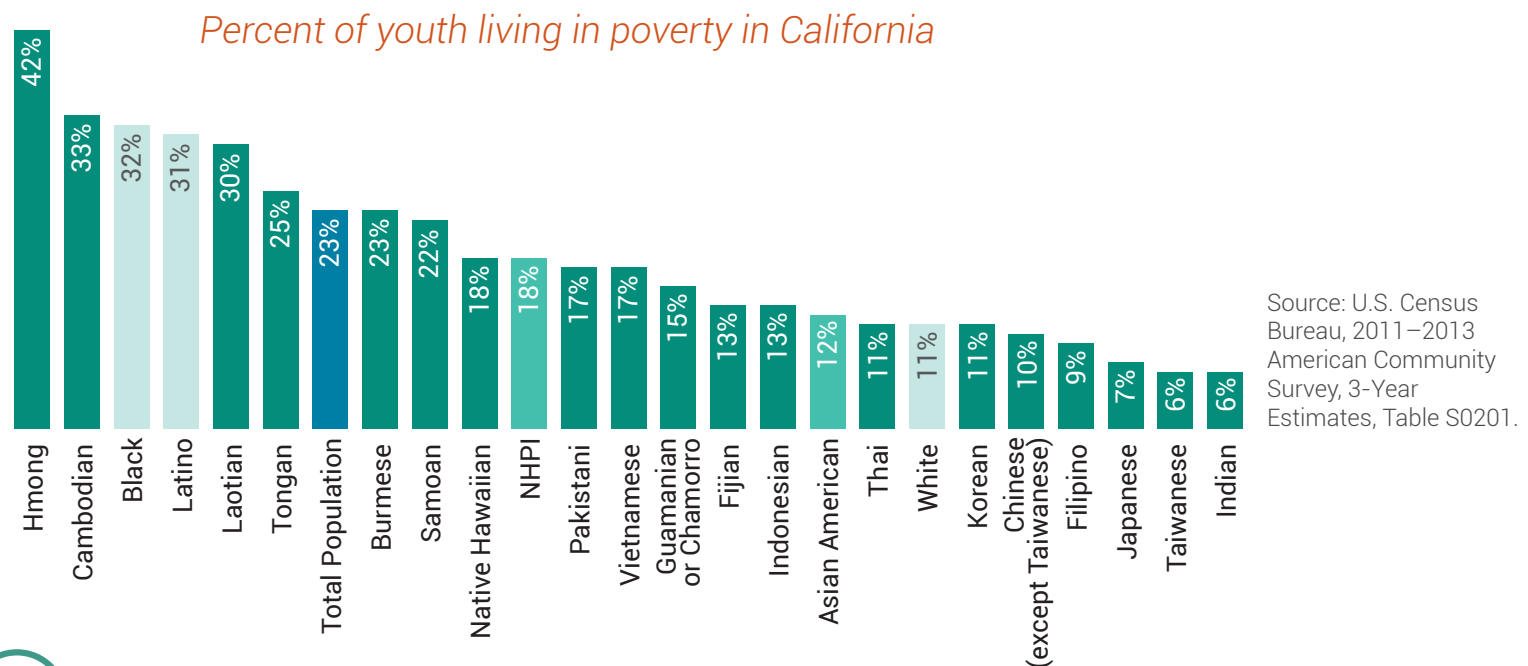
Many Asian American and NHPI children have high rates of poverty. Asian Americans have the highest proportion of foreign-born and limited English proficient adults than other groups, including Latinos. Many Asian American and NHPI students struggle with navigating an education system

on their own without significant guidance and the issues of poverty/low-income status, language challenges, poor academic preparation and rigor all exacerbate the problem.<sup>71</sup> <sup>72</sup> There can be so many roadblocks in many Asian American and NHPI students' way without sufficient support, a college degree can seem unattainable.

## Poverty

Almost one in four children under the age of 18 in California lives in poverty (Figure 12). Poverty rates for Asian Americans (12 percent) and NHPIs (18 percent) are higher than those of White children (11 percent). Among Asian Americans, the poverty rates for Hmong (42 percent), Cambodian (33 percent), Laotian (30 percent), and Tongan (25%) youth are higher than that of the state-wide average (23 percent).<sup>73</sup> The poverty rates for Black and Latino youth are 32 and 31 percent, respectively.<sup>74 75</sup>

**Figure 12:** Hmong and Cambodian American children have the highest rates of poverty in California

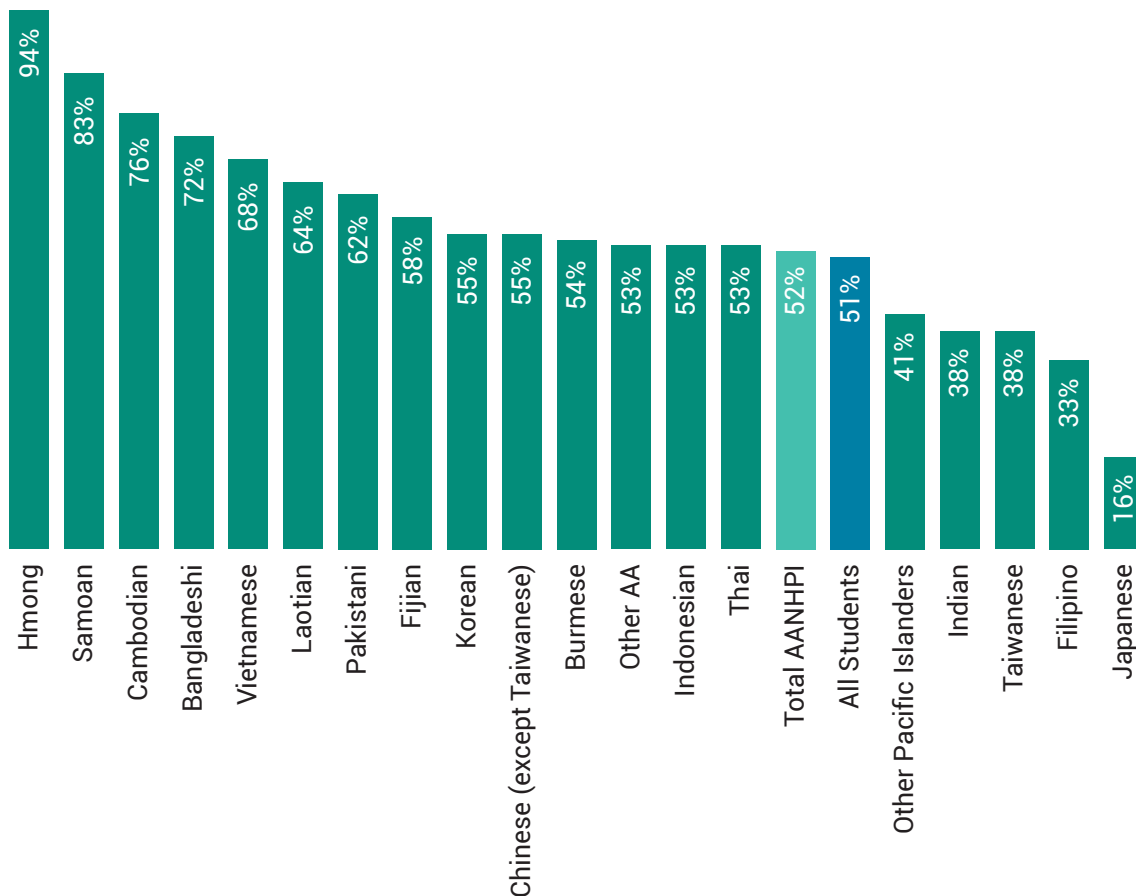


The proportion of students attending California's public four-year universities with a Pell Grant is a bright spot. Federal Pell grants are a form of aid to students which does not have to be repaid. Pell eligibility is determined by a number of factors including cost of attendance at the university or community college, a student's financial need (e.g., household income, family size and number of students in college), a student's status as full-time or part-time, and whether or not a student plans to enroll for an entire academic year.<sup>76</sup> Federal Pell primarily serves America's poorest students, although some middle class students are also Pell eligible.<sup>77</sup> Half of all CSU

freshmen in fall 2013 received the Pell Grant (Figure 13). Among Asian American ethnic groups, about 94 percent of Hmong, 76 percent of Cambodian, and 68 percent of Vietnamese American students received the Pell Grant. While Hmong students made up only 6.5 percent of the Asian American/NHPI freshman class, they made up 12 percent of Pell grant recipients. Among NHPI freshmen, the majority of Samoan (83 percent) and Fijian (58 percent) freshmen also received the Pell Grant at CSU—rates higher than average.

**Figure 13:** More than two-thirds of Hmong, Samoan, Cambodian, and Vietnamese freshmen received Pell grants at CSU

*Percent of first-time freshmen with Pell*



Source: California State University Chancellor's Office.

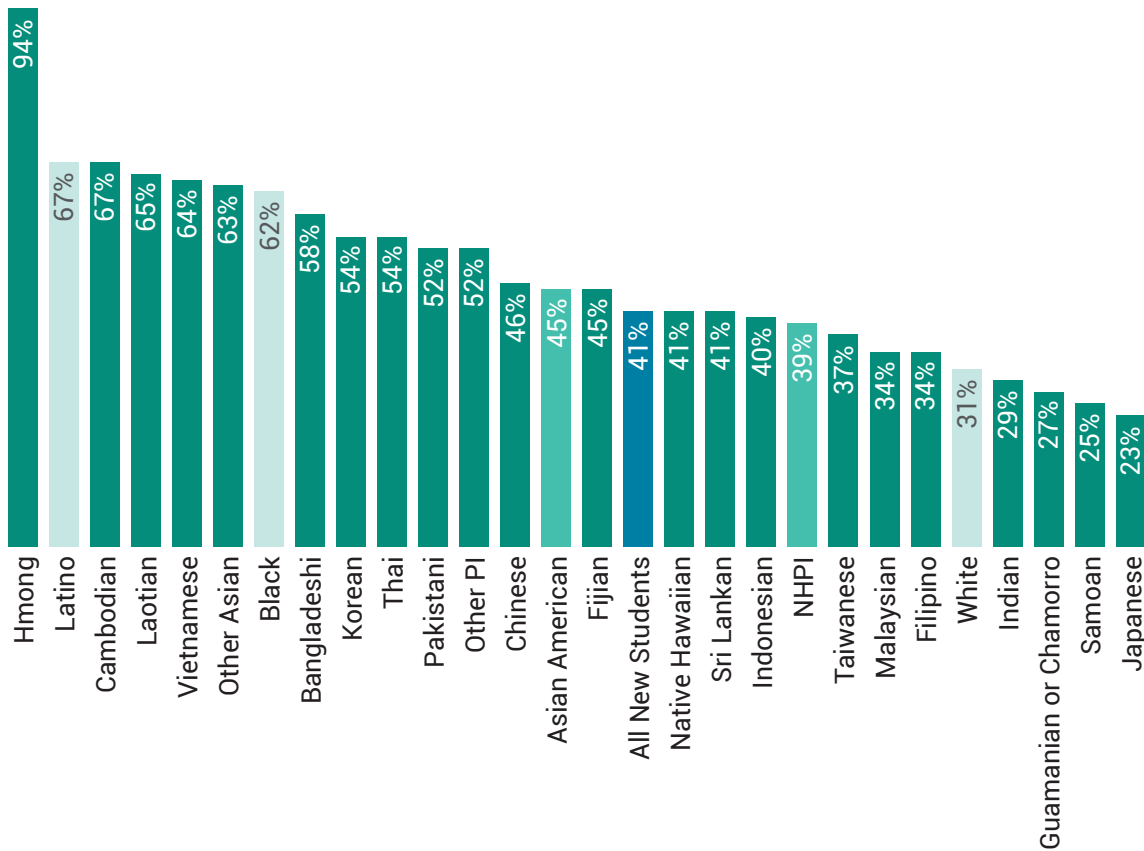
Note: Includes both new freshmen and transfer students.

Approximately 41 percent of new students who enrolled in the UC system in fall 2013 received a Pell Grant—a rate slightly lower than that of CSU freshmen (Figure 14) but higher than other research institutions across the country.<sup>78</sup> In fact, the UC is leading the nation in serving low-income students.<sup>79</sup> Hmong freshmen at UC were still the most likely to receive Pell, overwhelmingly at 94 percent, more so than their Black (62 percent) and Latino (67 percent) peers. While Southeast Asian American students are some of the Asian groups most likely to receive financial assistance in the form

of a Pell grant at UC, Korean and Chinese students also receive Pell at higher than average rates. While it is positive to see the high rates of low-income students in California's public higher education system, we also know that low-income youth are significantly less likely to earn a college degree compared to their higher-income peers.<sup>80</sup> Thus, more attention needs to be paid to low-income students to make sure that they have all the resources that they need to succeed.

## Figure 14: Almost half of Asian American students receive a Pell grant at the UC

*Percent of California resident first-time freshmen students within the UC system that received a Pell Grant, fall 2013*



Source: University of California Office of the President.

Note: Includes both first-time freshmen and transfer students. Data for Laotian, Other PI, Fijian, Native Hawaiian, Malaysian, Guamanian or Chamorro, and Samoan is for less than 50 and should be interpreted with caution.



## English Language Proficiency

According to the Working Poor Families Project, 55 percent of California families with at least one parent who has difficulty speaking English lives below the 200% federal poverty line compared to 34 percent of those who are English proficient.<sup>81</sup> Approximately 77 percent of Asian Americans and 51 percent of NHPs in California speak a language other than English at home.<sup>82</sup> **More than one-third (35 percent) of Asian Americans and 13 percent of NHPs are Limited English Proficient (LEP)—a rate higher than that for Latinos (30 percent).**<sup>83</sup> Large proportions of Vietnamese (50 percent), Thai (48 percent), Korean (47 percent), Chinese (44 percent), and Cambodian (41 percent) Americans are LEP.<sup>84</sup>

Not surprisingly, LEP rates for most foreign-born Asian Americans are higher than they are for the total Asian American population (50 percent among foreign-born compared to 35 percent for Asian Americans regardless of nativity). Given that almost half of all children in California have at least one foreign-born parent,<sup>85</sup> some Asian Americans live in linguistically isolated households in which everyone over the age of 14 is LEP. A 2013 report from Asian Americans Advancing Justice finds that more than 23 percent of Asian American households are linguistically isolated, a rate similar to that of Latinos (24 percent). Korean and Vietnamese American households have the highest rate of linguistic isolation among Asian American households at 40 and 37 percent, respectively.<sup>86</sup>

Having limited English proficient parents and living in linguistically isolated households can affect language proficiency of children regardless if they were born in the United States—93 percent of children in California are native-born,<sup>87 88</sup> but 25 percent of California public school students are classified as English Learners (ELs).<sup>89</sup> A similar proportion, 26 percent, of Asian Americans enrolled in a California public school in 2013-14 were classified as EL.<sup>90</sup> An analysis of counties with the largest Asian American population reveals the following proportions of Asian American ELs relative to overall Asian American enrollment:

- 34 percent in Sacramento County;
- 33 percent in Fresno County;
- 25 percent in Orange County;
- 25 percent in Alameda County;
- 24 percent in Los Angeles County; and
- 22 percent in Santa Clara County.<sup>91 92</sup>

Students who are classified as ELs are placed into an English learner program and are reassessed annually until they can be reclassified as Fluent English Proficient (RFEF). Unfortunately, 73 percent of ELs in grades 6 through 12 have been classified as such for seven or more years, a designation called Long Term English Learners (LTEL), without reaching proficiency.<sup>93</sup>

This LTEL status is detrimental to student progress. English Learners and LTEL students typically have lower educational outcomes compared to their English-proficient counterparts.<sup>94 95</sup> English Learners tend to score lower on the California Standards Test and the California High School Exit Exam.<sup>96</sup> ELs also have higher-than-average high school drop-out rates (21 percent of ELs compared to 12 percent for all students) and lower four-year high school graduation rates (65 percent of ELs compared to 80 percent of all students).<sup>97</sup> Not surprisingly, Long Term English Learners tend to have lower outcomes compared to students who are reclassified as proficient.<sup>98</sup> In many cases, classification as EL can preclude students from participating in academically rigorous or college preparatory courses,<sup>99 100</sup> so while most EL students want to go to college, they do not realize that they are not being prepared for college-level work.<sup>101 102</sup>

Research has shown that institutional factors contribute the most to students being classified as Long Term English Learners and not becoming English proficient. Some of these include:<sup>103 104 105</sup>

- Some students receive no language development program even though they have been classified as EL;
- The academic material may be insufficient or inadequate;
- The implementation of the program or the program itself may be ineffective;
- Inadequate access to high-quality bilingual resources, faculty or staff;
- Ineffective reclassification procedures;
- Unprepared or untrained teachers or lack of access to appropriately-trained teachers; and
- Insufficient instructional time.

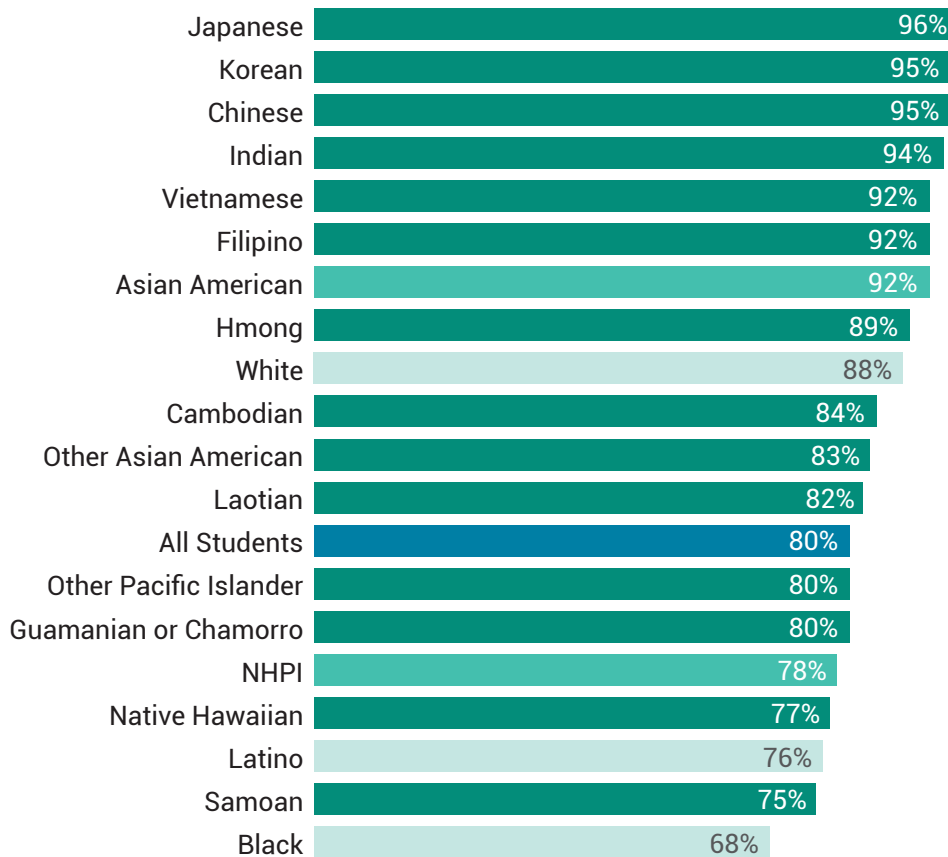
## Academic Preparation

Low-income youth are more likely to attend lower-performing California public schools. Schools located in low-income areas tend to lack the resources and highly-skilled teachers that schools in higher-income areas possess. As a result, low-income students are generally less academically prepared than their higher-income counterparts. High

school graduation rates in California vary by 28 percentage points across racial/ethnic groups (Figure 15). The statewide graduation rate is 80 percent. NHPI students graduate at a rate of 78 percent—lower than the state average and on par with those of Latinos and Blacks.

### Figure 15: High school graduation rates for Asian American and NHPI groups vary by 21 percentage points

*California four-year high school graduation rates, 2012-13*



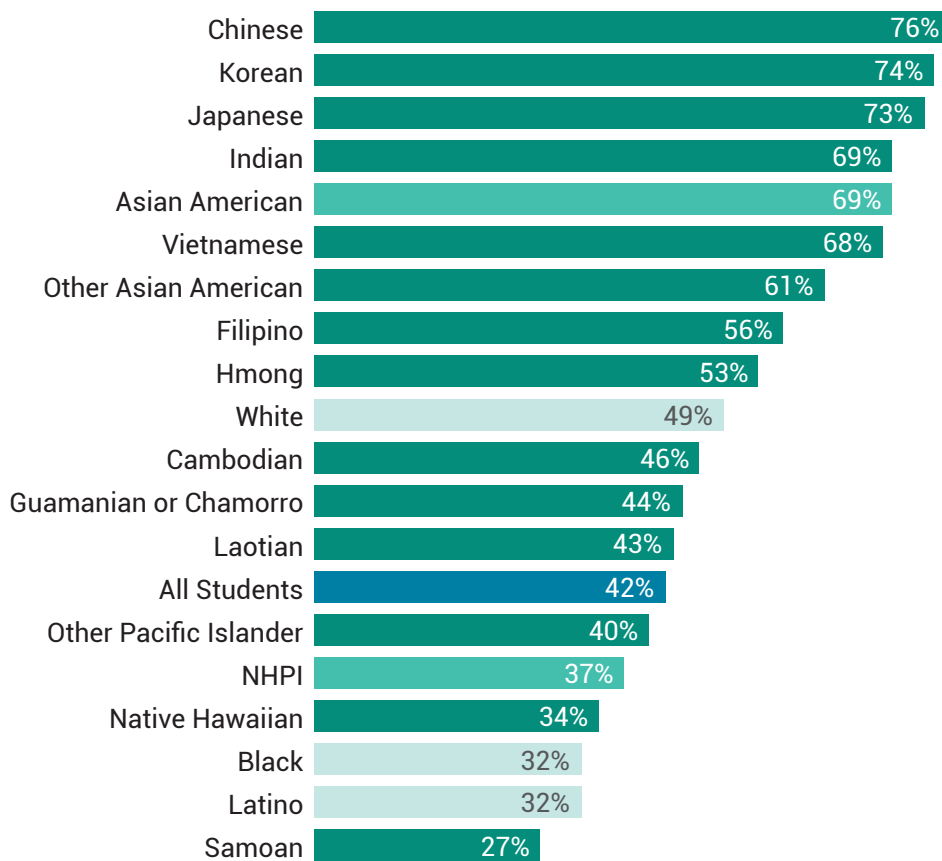
Source: California Department of Education

While students may graduate from high school, they may not necessarily be college or career ready. California's A-G coursework is the set of courses high school students must complete to be eligible to apply to California's four-year public universities. Asian Americans as an overall group have a significantly higher average rate of A-G completion than the state average of 42 percent, with more than two thirds of Chinese, Korean, Japanese and Indian students completing the A-G courses. However, many Southeast Asian students

experience A-G completion rates lower than the Asian American average and many NHPI students complete A-G at similar rates as their Latino and Black counterparts (Figure 16). For example, less than three out of ten Samoans who graduated from high school within four years were eligible to apply to CSU or UC. Finally, only 56 percent of Filipinos, the largest Asian American subgroup, complete the A-G course requirements, leaving almost half ineligible to apply to California's public four-year universities.

## Figure 16: A-G completion rates vary by 49 percentage points for Asian American and NHPI groups

*California A-G completion rates, 2012-13*



Source: California Department of Education

Note: Figures reflect the proportion of students who graduated from high school within four years and completed A-G course requirements. Completion of requirements does not mean that students did so with the appropriate Grade Point Average (GPA) threshold to be accepted to either CSU or UC.

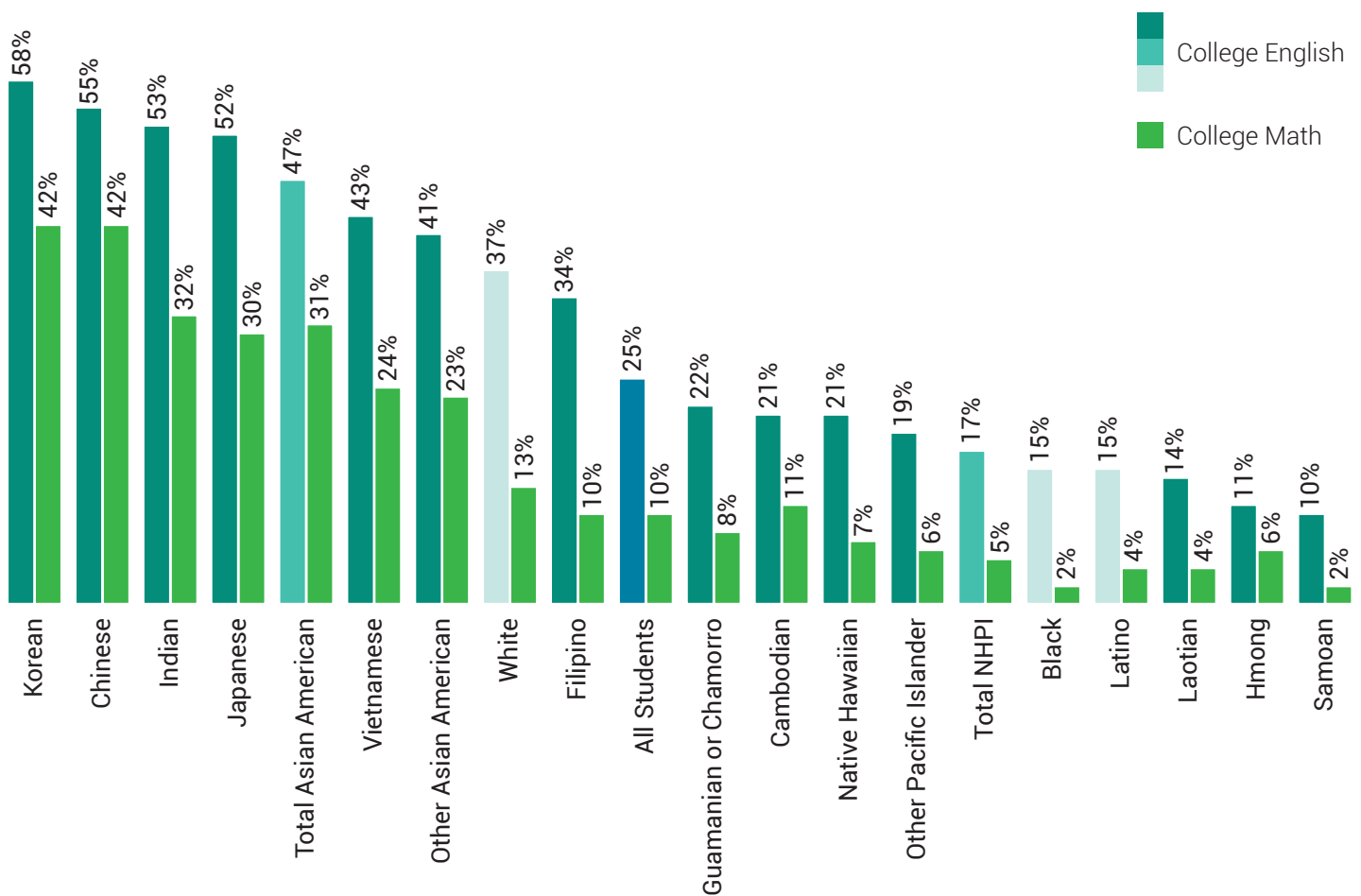
## College Readiness

A-G course completion is only one measure of college readiness. The A-G completion rates above only highlight who has completed the courses—they say nothing about how well students performed in the subjects or how well students performed in high school in general. Another measure of college readiness is the Early Assessment Program (EAP), which is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU) system. The program was established to provide opportunities for students to measure their readiness for college-level English

and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. According to 2014 test results presented in Figure 17, only half of Asian American and 17 percent of NHPI 11th graders tested ready for college English, and only 31 percent of Asian American and five percent of NHPI 11th graders tested ready for college Math. Asian Americans, Filipino, Cambodian, Laotian, and Hmong students have lower rates of readiness in both English and math compared to their White counterparts. Only two percent of Samoans were college ready in math.

**Figure 17:** Majority of Asian American and NHPI 11th graders are not ready for college English or math

*Percent of 11th graders deemed “ready for college,” 2014*



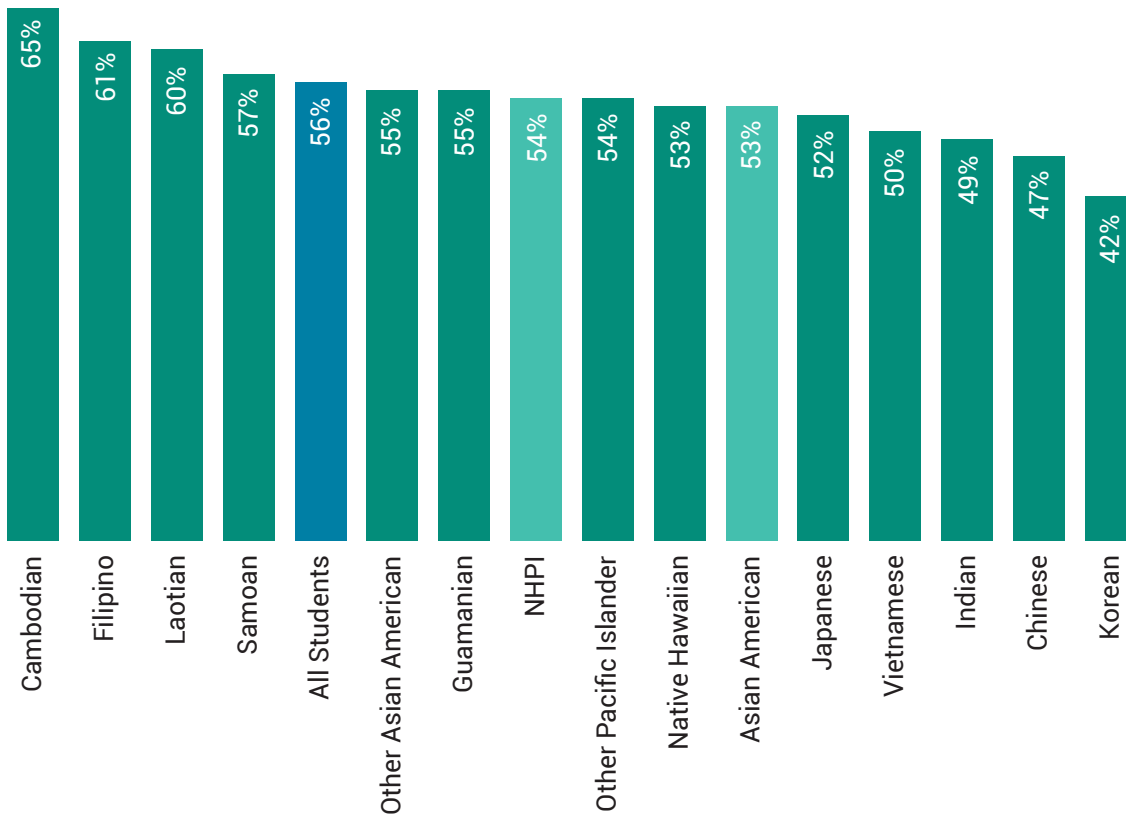
Source: 2014 Early Assessment Program Test Results.

The majority of California Community college students are assessed into pre-college-level coursework (also known as remedial, developmental, or basic skills courses) upon first-time college enrollment.<sup>106</sup> An analysis of California community college students who entered in fall 2013 reveals that 56 percent of all students had enrolled in a pre-college-level math, English, or reading course between academic

year 2013-14 and fall of 2014.<sup>107</sup> More than 60 percent of Cambodian and Filipino students had taken at least one basic skills math, reading, or English class (Figure 18). Asian Americans and NHPI students in general have lower remediation rates than the California community college system average.

## Figure 18: More than 60 percent of Cambodian and Filipino community college students enroll in pre-college-level coursework

*Percentage of first-time CCC students who entered in fall 2013 and have taken a pre-college-level course*



Source: Data from California Community Colleges Chancellor's Office

Note: These data are for all first-time freshmen who entered in fall 2013, regardless of those who demonstrate "degree-seeking" behavior (defined by California Community Colleges as those who earn a minimum of 6 units and attempt any Math or English course in the first three years. As such, these remediation rates appear lower than those on the 2015 California Community Colleges Scorecard.

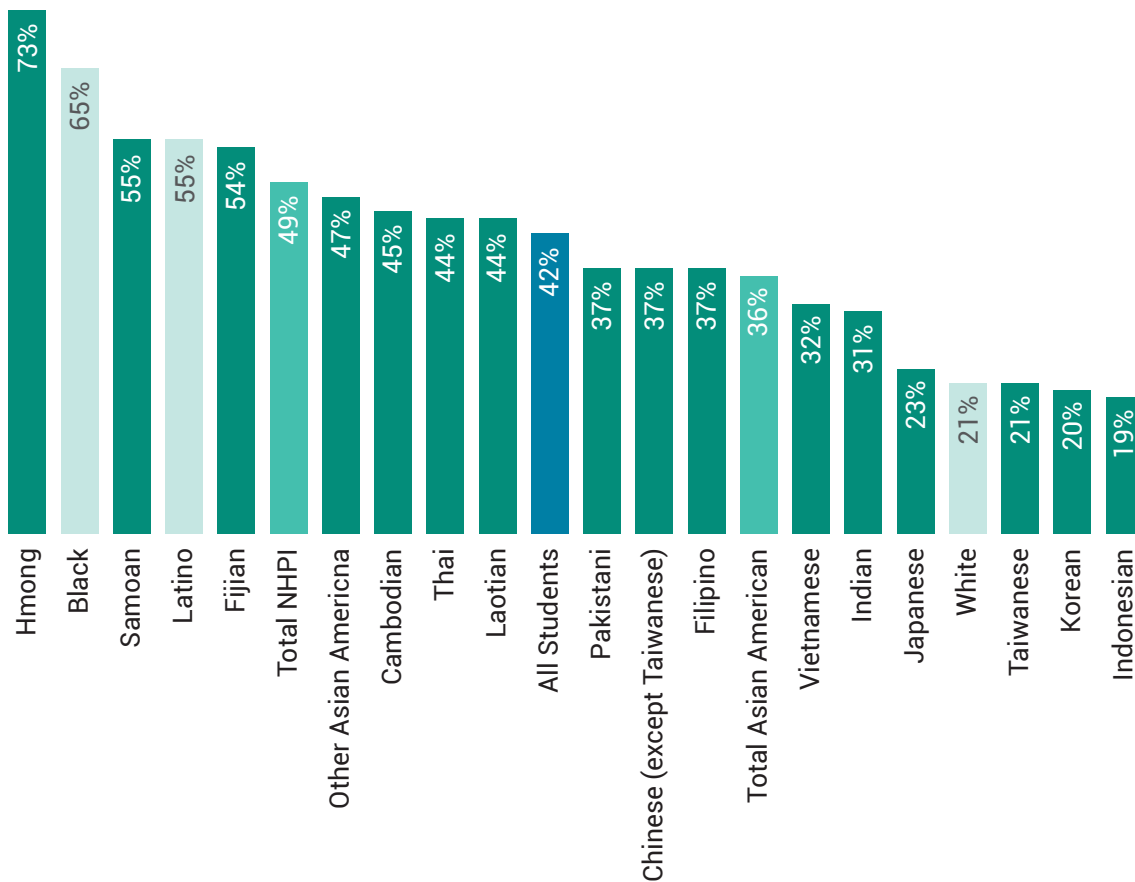


Community College students are not the only ones who experienced high remediation rates. A significant number and proportion of students at CSU are also assessed into pre-college-level coursework—42 percent of all freshmen in fall 2013. System-wide, (Figure 19) Hmong freshmen are the most likely to need remediation in English or math, or both (73 percent). In contrast, Indonesian, Korean, and Taiwanese students all have lower remediation rates than White

students. At Fresno State, where the majority of Hmong students at CSU enroll, 76 percent of Hmong freshmen need remediation. Southeast Asian, Native Hawaiian, and Pacific Islander students, along with their Black and Latino peers, tend to have higher-than-average remediation rates. At Cal State Long Beach, where the majority of Cambodian CSU students enroll, 54 percent need remediation—a rate higher than that for Cambodians system-wide (45 percent).

## Figure 19: CSU remediation rates vary by 54 percentage points for Asian American and NHPI groups

*Percentage of new regularly admitted first-time CSU freshmen who needed remediation in any subject, fall 2013*



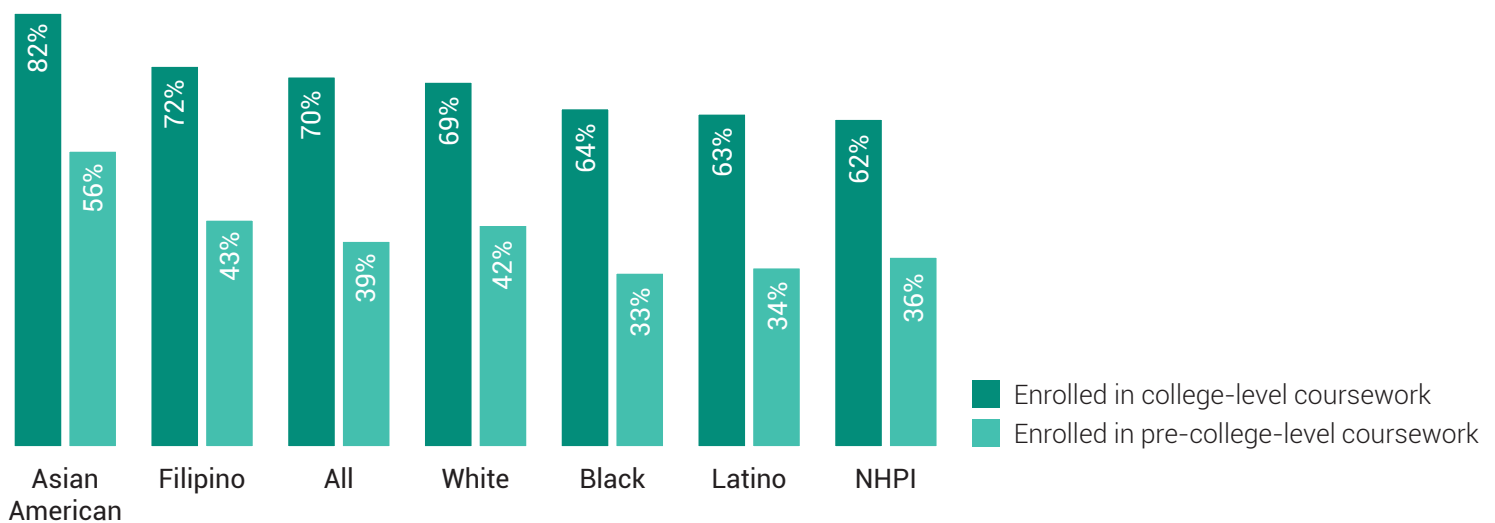
Source: California State University Chancellor's Office. Data for Black, Latino, Total NHPI, Total AA, and White students from California State University, Division of Analytic Studies, Fall 2013 Final Regularly Admitted First-time Freshmen Remediation report.

Enrollment in pre-college-level coursework is one of the biggest barriers to college graduation, particularly for community college students. The completion rate difference between the proportions of students who enroll in college-level coursework compared to those who enroll in pre-college-level coursework differs by about thirty percentage

points. For example, 62 percent of NHPI freshmen who enroll directly in college-level work will complete within six years whereas only 36 percent of those who enroll in pre-college-level coursework will complete within six years (Figure 20).

## Figure 20: Students who enroll in pre-college-level coursework are much less likely to complete community college

*California Community Colleges six-year completion rates for 2008-09 cohort by enrollment in pre-college-level coursework*



Source: California Community Colleges Chancellor's Office 2015 Statewide Student Success Scorecard

Note: Cohort-eligible students includes first-time students who earned a minimum of 6 units and attempted any Math or English course within the first three years.

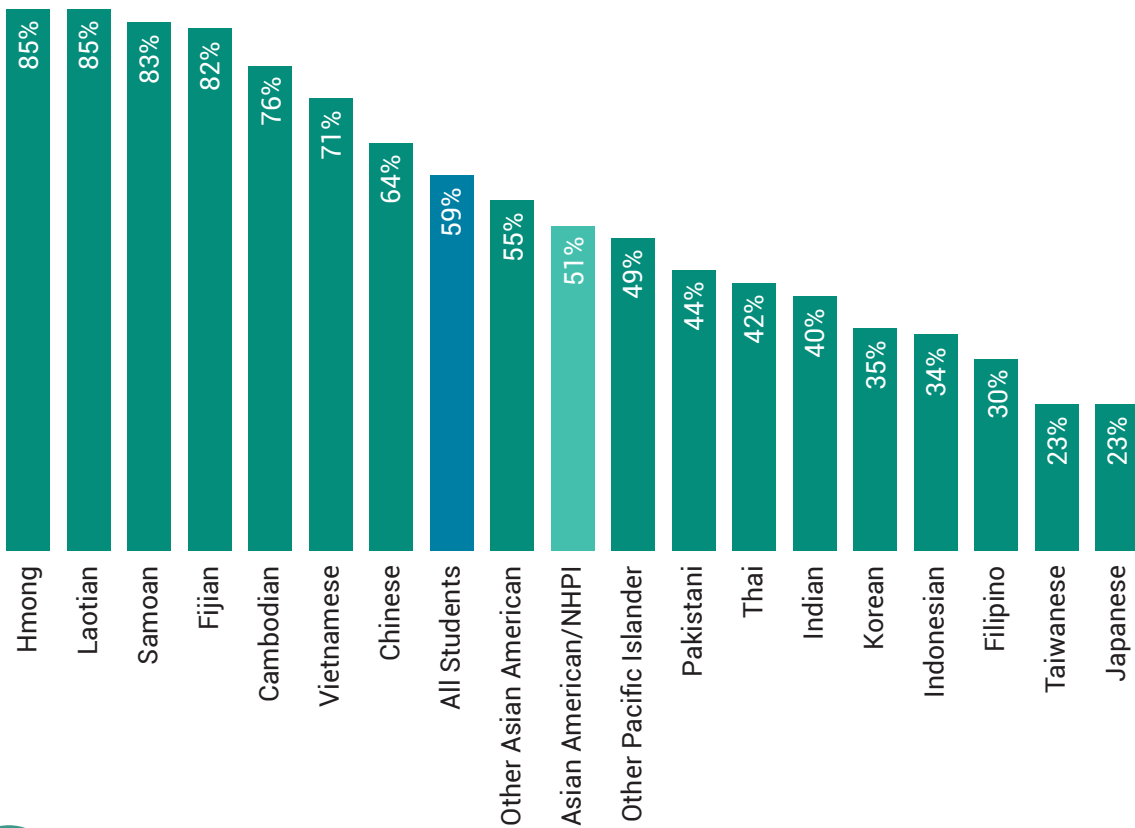
## First-Generation College Attendance

Given that the majority of Southeast Asian American and NHPI adults do not have a bachelor's degree, many Southeast Asian American and NHPI college students tend to be the first in their families to attend college. Children of parents with college degrees are much more likely to earn college degrees compared to those whose parents do not have a postsecondary credential.<sup>108</sup> In addition to degree completion, first generation college students are more likely to delay entry into college, take pre-colleges level classes and have higher dropout rates than non-first generation college students.<sup>109</sup> Additionally, first generation students often feel they are alone in the process and must figure things out on their own. One national study found that 97 percent of Cambodian Americans wanted to go to college but did not feel like their parents could help.<sup>110</sup>

An analysis of first-time freshmen at CSU found that about 59 percent of CSU freshmen have parent(s) without a bachelor's degree (Figure 21). For Asian American and NHPI students that figure is slightly lower at 51 percent.<sup>111</sup> However, when we look at Asian American and NHPI ethnic subgroups we see that varies significantly. For example, in the CSU, 75 percent of Taiwanese and Japanese freshmen have parent(s) with a college degree. In contrast the opposite is true for some NHPI groups, for example more than three-fourths of Hmong, Laotian, Samoan, Fijian, and Cambodian freshmen do not have a parent(s) with a college degree.

**Figure 21:** Many Asian American and NHPI CSU freshmen are the first in their family to attend college

*CSU first-generation status of first-time freshmen (neither parent is a college graduate), fall 2013*



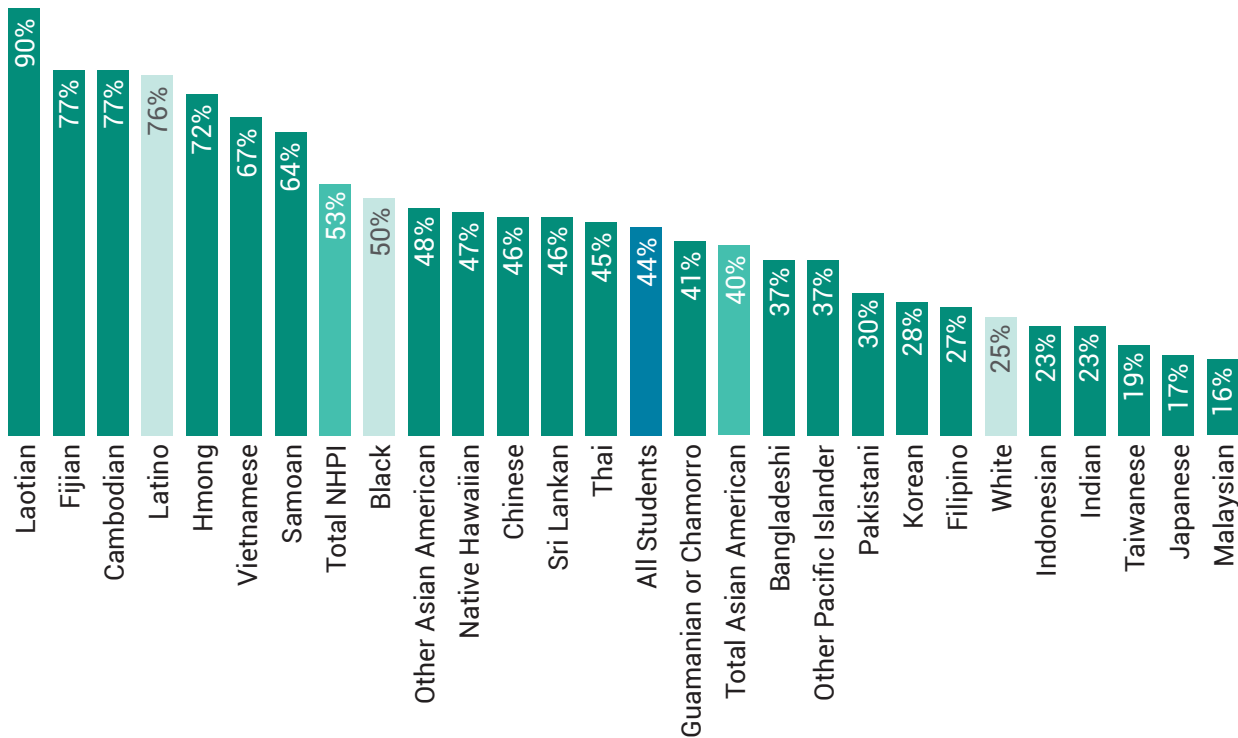
Source: California State University Office of the Chancellor

We see a similar pattern of some groups being more likely to be first-generation students at UC as we do at CSU—Laotians, Fijians, Cambodians, and Latinos are the most likely to have a parent without a college degree. One interesting difference

is that in general, UC students are slightly less likely than CSU students to have a parent(s) without a college degree (Figure 22).

## Figure 22: Many Asian American and NHPI UC students are first generation college-going

*UC first-generation status of first-time freshmen (neither parent is a college graduate), fall 2013*



Source: University of California Office of the President

## Undocumented Students

The Migration Policy Institute estimates approximately 11.4 million undocumented immigrants live in the United States with about 28 percent residing in California.<sup>112</sup> While the majority (82 percent) of undocumented immigrants living in California originate from Mexico or Central America, 14 percent (412,000) are from Asia.<sup>113</sup>

Undocumented adults over the age of 25 are three times more likely to not have a high school diploma or GED (57 percent)<sup>114</sup> than the average Californian (19 percent).<sup>115</sup> And 74 percent of the undocumented population between 18- and 24-years old is not enrolled in school,<sup>116</sup> compared with 47 percent of all young adults.<sup>117</sup> While it is difficult to quantify the exact number of undocumented students who are enrolled in college, the Pew Research Center estimates that national figure to range from 200,000 to 225,000, approximately two percent of all college students.<sup>118</sup> In a study conducted by the University of California Office of the President, about half (45 percent) of potentially undocumented UC students in 2010-11 were Asian.<sup>119</sup>

In the landmark report, *In the Shadows of the Ivory Tower*, researchers surveyed 909 undocumented students enrolled in college who originate from 55 countries and live in 34 states. This report found that:

- 74 percent of students who left their studies for a semester or two (but returned) did so because of financial difficulties;
- 72 percent were working while attending college;
- 68 percent had parent(s) who had never attended college;
- 61 percent had an annual household income below \$30,000;
- 48 percent attended four-year public universities; and
- 42 percent were enrolled in two-year public colleges.

Clearly, undocumented students face numerous obstacles to attain a college degree—the biggest concern being the cost of college. Two major pieces of legislation passed in California significantly expanded access to higher education for undocumented immigrants by making it more affordable: Assembly Bill (AB) 540 (Firebaugh) and the California Dream Act (AB 130 and AB 131—Cedillo). Assembly Bill 540 passed in 2001 and allowed eligible students to pay resident tuition at California's three segments of public higher education if they meet certain eligibility requirements. The California Dream Act,<sup>120</sup> passed in 2011 and administered by the California Student Aid Commission (CSAC), allows undocumented students who meet AB 540 criteria to access non-state sponsored scholarships for public colleges and universities and to receive state-funded financial aid such as Cal Grants, Board of Governor's fee waivers, and institutional grants.

Since the California Dream Act was first implemented in 2013-14 for Cal Grants, more than 75,000 applications have been received.<sup>121</sup> Of the approximately 38,500 applications received in 2014-15, nearly 8,200 (30 percent) have been awarded Cal Grant award offers, and of those, slightly more than half have been paid.<sup>122</sup> Half of all those who received Cal Grant award offers through the Dream Act application were enrolled in California's community colleges (3,950), one-third in California State University (2,815), and 14 percent in University of California (1,180).<sup>123</sup> While community college students were awarded the most offers, they had the lowest paid rate in comparison to the other segments.<sup>124</sup> Unfortunately the California Student Aid Commission does not collect data by race/ethnicity.

More information is needed to learn more about this marginalized population in California given that the state is home to the largest number of undocumented immigrants in the country. Where are these students attending college? What proportion is applying for and receiving financial aid from the state and from the institutions they attend? What are the obstacles to receiving financial aid and how can barriers be removed? What additional support does this population need so that more undocumented young adults enroll in and graduate from college or university? How many are Asian American/NHPI?



# RECOMMENDATIONS

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As a majority-minority state, the success of all Californians is critical to our economic strength and essential to a healthy civil society. Looking ahead to solutions that can address these challenges and expand higher education opportunity and equity for Asian Americans and NHPIs, it is critical that education policies and practices are based on accurate disaggregated data that can inform solutions to meet the needs of specific Asian American and NHPI ethnic groups. Without informed data and targeted solutions, we cannot remedy racial and ethnic disparities in higher education. California must continue to invest in our higher education systems and expand funding to serve more students in our community colleges and universities, if the state budget fails to do this, the educational opportunities of Asian Americans, NHPIs—and indeed all Californians—will be detrimentally affected.<sup>125</sup> The Campaign offers the following recommendations to our state and college leaders:

## 1. Create a statewide plan for higher education.

*A statewide plan would allow California to be intentional about maintaining and strengthening access to public higher education system for all students in California. More specifically, the plan should also focus on closing persistent educational gaps among racial/ethnic groups and improve rates of college readiness and graduation for all students, particularly for Southeast Asian, Native Hawaiian and Pacific Islander students. Accordingly, the plan should:*

- Establish statewide goals for improving college readiness, including improving rates of A-G college prep curriculum completion and high school completion.
- Establish statewide and college-by-college benchmarks decreasing the number of students and amount of time spent in pre-college level courses at California community colleges and the California State University levels.
- Utilize proven tactics when deciding how best to use resources to improve student outcomes.

- Encourage colleges and universities to use disaggregated data for Asian American and NHPI students in order to analyze student performance and to set goals for improving student success rates (e.g., retention and graduation rates) and find ways to support and hold them accountable for reaching these goals.

## 2. Ensure colleges successfully move students through pre-college level courses, quickly and with improved retention rates.

*Pre-college level coursework is one of the most significant determinants of whether or not students graduate from college. Given that over 60 percent of Cambodians, Filipinos, Samoans and Laotians test in to pre-college level coursework, this is a critical issue in college completion for many Asian American and NHPI students. Our recommendation to colleges and universities is that they:*

- Use model assessment practices, including multiple measures to appropriately place incoming students in pre-college level coursework or allow students to self-place themselves into college level coursework.
- Redesign pre-college level course delivery using proven practices that streamline students into college-level work as soon as possible.

## 3. Provide clear transfer pathways to four-year degrees.

*Only 35 percent of NHPI and 38 percent of Filipino CCC students transfer to a four-year university within six years.<sup>126</sup> As the majority of students in California begin at the community college level, efforts to improve the transfer process would also increase the number of college degree-holders in the state. Our recommendations to education leaders and policymakers are that they:*

- Implement all major/concentration pathways under the Associate Degree for Transfer (ADT) program at

each community college and CSU campus. If fully implemented the ADT program could save California approximately \$160 million and increase enrollment by 40,000 community college students and 14,000 CSU students annually.<sup>127</sup>

- Expand the ADT program to include access to the UC system. While the UC's recently designed transfer pathways system is a promising first step, more needs to be done to simplify the transfer process from the CCC to the UC to ensure that transfer students can complete their degree at the UC level within two years. We view extending the ADT program as the best way to accomplish this goal.

#### 4. Expand college knowledge in middle and high school and invest in support services students need to succeed.

*Underrepresented, first-generation, and low-income students often face challenges related to college access, enrollment and graduation. Supporting these students early in their educational career will help to ensure success when they seek to enter higher education in California. Our recommendations for education leaders and policymakers are that they:*

- Scale model efforts to improve college knowledge among students and their families. Efforts should educate students and their parents, as early as middle school about steps they can take to make sure that students are prepared to enter California's higher education system including information about financial aid, college eligibility criteria, the differences among colleges, and the application process.
- Allocate funding from the Local Control Funding Formula dollars to support greater college guidance efforts and intervene to help ensure students have both information and the academic support they need to be college ready.

*What colleges and universities can do to improve student support services:*

- Implement and utilize degree tracking systems. Technological tools can help students track

coursework and degree progress and notify them when they have satisfied degree requirements, even if outside their declared major. This type of tool should be implemented at every college to help students and advisors monitor progress.

- Identify and scale best practices in advising to make sure students have the direction needed to complete their degrees.

#### 5. Grow state funding to expand enrollment capacity so all California eligible students have a spot in our public higher education system.

*Asian American and NHPI communities, like all Californians, are hurt by enrollment capacity constraints in both the UC and CSU system. If California is to have an educated workforce that can meet the demands of our growing economy, it is vital that all eligible students have a place in our four-year higher education system. Our recommendations for the Governor and policymakers are that they:*

- Tailor enrollment growth at the UC and CSU level to make it easier for eligible students to be admitted and get a spot at the campus of their choice.
- Fund colleges for both enrollment growth and successful outcomes such as improved rates of college completion, reduced time-to-degree and for closing racial/ethnic gaps in student participation and graduation.
- Make sure that non-resident students in the UC system does not take spots away from California residents.

#### 6. Strengthen financial support options for low-to moderate-income college students.

*The Great Recession in California resulted in significant budget cuts to higher education which increased tuition costs for students and their families. While recent state budgets have invested more resources into our public colleges and universities and prevented further tuition increases,<sup>128</sup> many Californians are unaware of their financial aid options and do not apply despite being eligible, leaving money on the table that could be used*

for their education. Our recommendations are that K-12, state and federal leaders:

- Simplify the Free Application for Federal Student Aid (FAFSA) form so that more students apply and get the aid they are entitled to receive.
- Increase the number of students who complete the FAFSA by educating high school students and their parents early about their financial aid opportunities. More school districts should follow the lead of high schools who have over 70% FAFSA completion rates for their HS grads and include FAFSA completion goals in their state required Local Accountability Plans (LCAPs).<sup>129</sup>
- Serve more Cal Grant eligible students. In 2014-15, there was only one competitive Cal Grant available for every 17 eligible students.<sup>130</sup> In the 2015-16 budget \$39 million in Proposition 98 funds was marked to expand Cal Grant B access to CCC students.<sup>131</sup> We view this as a positive step but also acknowledge that more needs to be done to ensure that community college students have the financial resources they need to complete their degrees and/or to transfer to a four-year university.

## 7. Use disaggregated data to improve educational outcomes for Asian American and NHPI students. Act on closing gaps in access and success in California's public higher education system.

*The Asian American and NHPI community is large and diverse. When policy makers and college leaders use the traditional "Asian/Pacific Islander" category to describe this group, it limits their ability to better serve underperforming populations within the "Asian/Pacific Islander" community. In underscoring the importance of this issue the Department of Education recently*

*surveyed educational institutions nationwide about their disaggregation policies.<sup>132</sup> They also convened key institutional leaders to discuss the findings and plan action steps. Our recommendations to state and federal leaders:*

- Require that all data submitted to the Integrated Postsecondary Education Data System (IPEDS) be disaggregated for Asian American and NHPI communities at campuses with sizable Asian American and NHPI populations.
- Require that the UC, CSU, and community colleges disaggregate all data on student outcomes for Asian American and NHPI communities at campuses with sizable Asian American and NHPI populations.
- The CSU should modify its definition of underrepresented minority to include many Asian American and NHPI groups which also have low graduation rates when compared to the system average.
- While we support the UC's efforts to use disaggregated data to track trends in access and success we encourage the UC to release their findings to the public.

## 8. Ensure federal funding for Asian American and Native American Pacific Islander serving institutions is focused on student support and improving student outcomes for those students.

- Institutions receiving federal AANAPISI funding should track implementation of the grant and be held accountable for improving student success outcomes for AANHPI students.



### Want to be a part of the solution?

In the coming months, the Campaign for College Opportunity will release a *Transforming Higher Ed Toolbox* that offers specific policy and college campus strategies and tactics that higher education stakeholders (policymakers, college leaders, advocates, civil rights activists, business leaders, and students) can employ to actively work to make these recommendations a reality.

Continue to check our website or sign up for our newsletter at [www.collegecampaign.org](http://www.collegecampaign.org) for more information.

# CONCLUSION

This report found that there are bright spots in college preparation, participation and success for some groups in the Asian American and NHPI community. For example, Chinese, Korean, Japanese and Indian students have higher rates of A-G course completion than any other racial/ethnic group. However, some groups including but not limited to Southeast Asians, Native Hawaiians and Pacific Islanders experience pervasive systemic disadvantages that frequently impede educational, economic, and social progress. These include: being classified as limited English proficient particularly high for foreign born Asian American and NHPI populations, which can negatively affect a high school student's likelihood to attend college and increase their high school drop-out rates<sup>133</sup> and poverty where Hmong and Cambodian children are living in poverty at slightly higher rates than Black and Latino children.

While the wealth gap in general between rich and poor is at an all-time high nationally,<sup>134</sup> the education wage gap has also increased over time. In 1979 Americans between the ages of 25-32 with a college degree made on average \$9,690 (annually) more than those with just a high school level of education.<sup>135</sup> By 2012 educational wage gap had increased to \$17,500. This fact is in a large part driven by the fact that wages for those without a college degree are decreasing over time.<sup>136</sup> As the need for a college degree in order to obtain financial security for individuals increases over time, more needs to be done to make sure all Californians have

access to a college education and are given the resources and support they need to be successful.

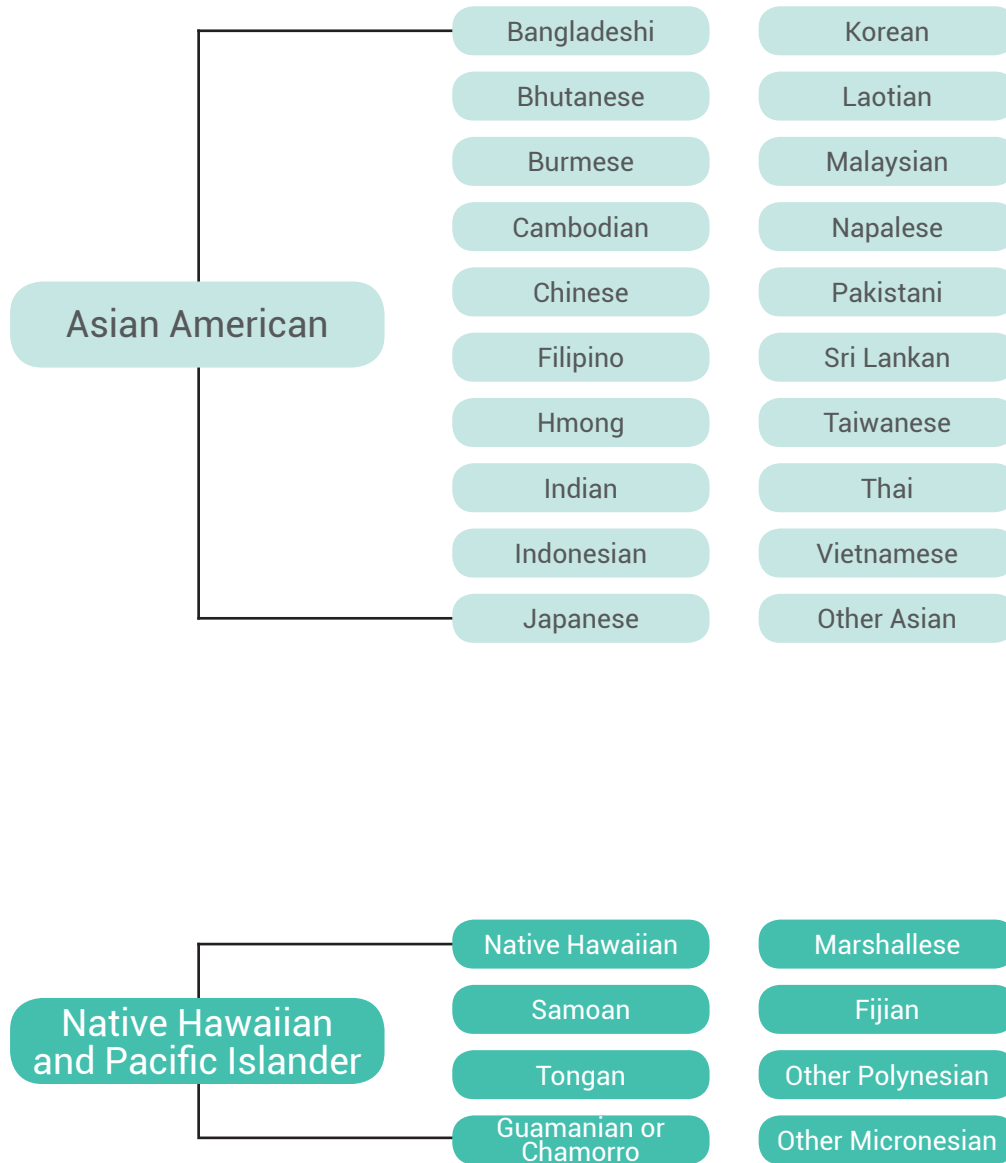
California was once a leader in higher education yet now ranks 43rd out of 50 states in terms of the proportion of its college aged (18-29 year old) population that earn a bachelor's degree.<sup>137</sup> California must invest in higher education with funding and an agenda that focuses on greater access and success for students in order to meet the workforce needs of our economy. Asian American and NHPI communities represent the fastest growing racial group in California. In order for the state to be successful and meet the skilled workforce demands of our economy, it is vital that all Asian American and NHPI communities have access to California's public higher education system and successfully complete their degrees.

We hope the data and recommendations put forth in this report inform and inspire policy makers and college leaders to enact and implement the type of funding, policies, and practices required to improve outcomes for Asian American and NHPI students and to strengthen their data collection so that they can identify trends and target their interventions to close the equity gaps across race and ethnicity for all college students. We have the power to address today's challenges facing higher education and to live in a strong California that works for *all* of its residents. This type of change must begin now.



# APPENDIX A

## The racial and ethnic categorization of Asian Americans and Pacific Islanders



Source: U.S. Census Bureau, 2010

Note: This is not a complete list of all groups that represent California's Asian American and NHPI community.



# ABOUT THIS REPORT

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The *State of Higher Education in California* is a series of reports that provide comprehensive data on the current state of college access and completion for our state and what it means for our economy. This report provides information on demographics, levels of educational attainment, and rates of college readiness, enrollment and graduation for Asian Americans, Native Hawaiians, and Pacific Islanders in California. These in-depth reports analyze California's public colleges and universities and recommend actions that our policymakers and college leaders can take in order to improve college enrollment and graduation rates.

This report on Asian Americans, Native Hawaiians, and Pacific Islanders is the third and last installment in the 2015 *State of Higher Education in California* series and was produced in partnership with Asian Americans Advancing Justice-Los Angeles.

## ACKNOWLEDGMENTS

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A special thanks to our principal funder for this project, the Evelyn & Walter Haas Jr. Fund.

The Campaign would also like to thank additional funders who make our work possible: California Education Policy Fund, College Futures Foundation, the David & Lucille Packard Foundation, the Ford Foundation, the Kresge Foundation, the SandHill Foundation, the Walter S. Johnson Foundation, and the Working Poor Families Project. Their commitment and dedication to increasing opportunity for all Americans in higher education is to be admired.

The Campaign for College Opportunity would like to thank Asian Americans Advancing Justice—Los Angeles for their partnership, guidance, and expertise. In particular, Stewart Kwoh, Betty Hung, and Joanna Lee, were critical to the development of this report.

This report would not have been possible without the critical input, feedback and significant time of the members of our Asian American and NHPI Research Advisory Group. The Campaign for College Opportunity is grateful for their involvement, expertise and guidance. The members of the group are Sefa Aina, Quyen Dinh, Neil Horikoshi, Betty Hung, Stewart Kwoh, Joanna Lee, Vincent Pan, Karthick Ramakrishnan, Judy Sakaki, Robert Teranishi, Dianne Yamashiro-Omi, and Geralyn Yparraguirre.

We would also like to thank the numerous people and organizations which have been calling attention to this issue for decades. We realize this type of analysis is long overdue.

Principal authors and researchers of this report are Nadia Valliani and Daniel Byrd with contributions from Joanna Lee and Michele Siqueiros.

# METHODOLOGY

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Data for this report was collected from a variety of sources. Primarily, demographic and social characteristics were collected from the U.S. Census Bureau using data from the American Community Survey (ACS). The ACS, annually published by the U.S. Census Bureau, provides a detailed socioeconomic and demographic profile of the U.S. population. The ACS replaces the “long form” of the Decennial Census; the advantage of the ACS is annual collection, as opposed to collection once every ten years through the Decennial Census. Since 2000, the ACS is conducted nationwide with an annual sample of 3 million households. Data indicators are based on the 2011–13 ACS three-year estimates collected and analyzed through tools provided by the U.S. Census Bureau: Factfinder and DataFerrett using Public Use Microdata Sample (PUMS) data sets. Data for Hispanic/Latino includes those of any race. Data for White, Asian, Pacific Islander, and Black/African American excludes persons of Hispanic origin and multiple races except when noted as different. This reflects the difference in data provided by the original source. Data was also collected through the Integrated Postsecondary Education Data System (IPEDS) database, available at the National Center for Education Statistics (NCES) website, the California Department of Education, the California Community Colleges Chancellor’s Office, the California State University Division of Analytic Studies, and the University of California Office of the President.

Data from the California Community College System was provided to the author in multiple student level data files. In order to simplify the analysis of California Community College data respondents who reported more than one Asian American, Native Hawaiian or Pacific Islander ancestry were excluded from the analysis. Respondents who listed on Asian American ancestry and one ancestry from another race (e.g., White) were kept in the analysis. Both the California State University and the University of California provided the Campaign with aggregated data. The University of California suppressed all cells with less than five students and the California State University suppressed cells with less than thirty students. Data from CCC, CSU, and UC are for California residents except where noted.

# INFOGRAPHIC NOTES AND SOURCES

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Page 1

**Demographics:** U.S. Census Bureau. (2014). Annual Estimates of the Resident Population by Sex, Age, Race Alone or in Combination, and Hispanic Origin for the United States and States: April 1, 2010 to July 1, 2014. 2014 Population Estimates. Table PEPASR5H. U.S. Census Bureau. 2011–13 American Community Survey 3-Year estimates. Table DP05: ACS Demographic and Housing Estimates. Universe: These figures include both single race and multiracial people who are both Latino and non-Latino. U.S. Census Bureau, 2000 Census SF1, Tables P8 and P9; 2010 Census SF1, Tables P5 and P6. **Preparation:** California Department of Education. Note: Figures reflect the proportion of students who graduated from high school within four years and completed A–G course requirements. Completion of requirements does not mean that students did so with the appropriate Grade Point Average (GPA) threshold to be accepted to either CSU or UC. **Enrollment:** U.S. Department of Education, National Center for Education Statistics, IPEDS. Note: Data is for fall 2013 degree-seeking,

first-time freshman enrollment at Title IV-eligible four-year universities. **Educational Attainment:** U.S. Census Bureau, 2011–2013 American Community Survey 3-year estimates, Public Use Microdata Samples (PUMS). Notes: Figures for race and ethnic group include non-Hispanic single-race only. Chinese includes Taiwanese.

Page 2

**Poverty:** U.S. Census Bureau, 2011–2013 American Community Survey, 3-Year Estimates, Table S0201. **Limited English Proficiency:** U.S. Census Bureau, 2011–2013 American Community Survey 3-Year Estimates, Public Use Microdata Survey. Variables Used: RAC2, RAC1, HISP, NATIVITY, ENG. **Early Assessment:** 2014 Early Assessment Program Test Results. **A-G Completion:** California Department of Education. Note: Figures reflect the proportion of students who graduated from high school within four years and completed A-G course requirements. Completion of requirements does not mean that students did so with the appropriate Grade Point Average (GPA) threshold to be accepted to either CSU or UC. **CCC Remediation:** Data from California Community Colleges Chancellor's Office. Note: These data are for all first-time freshmen who entered in fall 2013, regardless of those who demonstrate "degree-seeking" behavior (defined by California Community Colleges as those who earn a minimum of 6 units and attempt any Math or English course in the first three years. As such, these remediation rates appear lower than those on the 2015 California Community Colleges Scorecard. **CCC Completion:** Data from California Community Colleges Chancellor's Office. **CSU Completion:** Data from the California State University Office of the Chancellor. **UC Completion:** Data from the University of California Office of the President.

## ENDNOTES

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<sup>1</sup> U.S. Census Bureau. (2014). Annual Estimates of the Resident Population by Sex, Age, Race Alone or in Combination, and Hispanic Origin for the United States and States: April 1, 2010 to July 1, 2014. 2014 Population Estimates. Table PEPASR5H.

<sup>2</sup> Asian Americans Advancing Justice and Empowering Pacific Islander Communities. (2014). *A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States*. Retrieved from [http://empoweredpi.org/wp-content/uploads/2014/06/A\\_Community\\_of\\_Contrasts\\_NHPI\\_US\\_2014-1.pdf](http://empoweredpi.org/wp-content/uploads/2014/06/A_Community_of_Contrasts_NHPI_US_2014-1.pdf).

<sup>3</sup> See Figure 5.

<sup>4</sup> Lewin, T. (2010). Report Finds Low Graduation Rates at For-Profit Colleges. *New York Times*. Retrieved from [http://www.nytimes.com/2010/11/24/education/24colleges.html?\\_r=0](http://www.nytimes.com/2010/11/24/education/24colleges.html?_r=0).

<sup>5</sup> Institute for College Access and Success. (2014). Despite Lower Rates, More Than 650,000 Defaulted on Federal Student Loans For-Profit Colleges Account for Nearly Half of all Defaults. Retrieved from [http://ticas.org/sites/default/files/legacy/pub\\_files/CDR\\_2014\\_NR.pdf](http://ticas.org/sites/default/files/legacy/pub_files/CDR_2014_NR.pdf).

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<sup>27</sup> U.S. Census Bureau. 2011-13 American Community Survey 3-Year estimates. Table DP05: ACS Demographic and Housing Estimates. Universe: These figures include both single race and multiracial people who are both Latino and non-Latino.

<sup>28</sup> Note this is not a complete listing of all Asian American, Native Hawaiian and Pacific Islander groups that call California home.

<sup>29</sup> Asian Americans Advancing Justice and Empowering Pacific Islander Communities. (2014). *A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States*. Retrieved from [http://empoweredpi.org/wp-content/uploads/2014/06/A\\_Community\\_of\\_Contrasts\\_NHPI\\_US\\_2014-1.pdf](http://empoweredpi.org/wp-content/uploads/2014/06/A_Community_of_Contrasts_NHPI_US_2014-1.pdf).

- <sup>30</sup> U.S. Census Bureau. 2011-13 American Community Survey 3-Year estimates. Table S0201: Selected Population Profile in the United States. Universe: Asian alone or in combination with one or more other races, not Hispanic or Latino; and Native Hawaiian and Other Pacific Islander alone or in combination with one or more other races, not Hispanic or Latino.
- <sup>31</sup> U.S. Census Bureau. 2011-13 American Community Survey 3-Year estimates. Table DP05: ACS Demographic and Housing Estimates.
- <sup>32</sup> U.S. Census Bureau. 2011-13 American Community Survey 3-Year estimates. Table S0201: Selected Population Profile in the United States. Universe: These figures include both single race and multiracial people who are both Latino and non-Latino.
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- <sup>37</sup> U.S. Census Bureau, 2011-2013 American Community Survey 3-year estimates, Public Use Microdata Samples (PUMS). Figures for race and ethnic group include non-Hispanic single-race only. Chinese includes Taiwanese. While this category includes adults who may have earned a certificate, the vast majority of students who leave community college do so without any credentials.
- <sup>38</sup> U.S. Census Bureau, 2011-2013 American Community Survey 3-year estimates, Public Use Microdata Samples (PUMS). Figures for race and ethnic group include non-Hispanic single-race only. Chinese includes Taiwanese.
- <sup>39</sup> U.S. Department of Education, National Center for Education Statistics, IPEDS. Data is for fall 2013 degree-seeking undergraduates. For-profits include Title IV-eligible four-, two- and less-than-two-year colleges; private nonprofits include Title IV-eligible four-year universities only. This data is not reflective of total enrollment in California's higher education as neither less than two-year enrollment nor enrollment in colleges that don't use the federal financial aid system were included in this analysis.
- <sup>40</sup> U.S. Department of Education, National Center for Education Statistics, IPEDS. Data is for fall 2013 degree-seeking, first-time freshman enrollment. For-profits include Title IV-eligible four-, two- and less-than-two-year colleges; private nonprofits include Title IV-eligible four-year universities only. This data is not reflective of total enrollment in California's higher education as neither less than two-year enrollment nor enrollment in colleges that don't use the federal financial aid system were included in this analysis.
- <sup>41</sup> American Community Survey data for Asian American and NHPI individuals between 18- and 24-years of age (traditional college-going age group) is too small to be reliable.
- <sup>42</sup> Percentages in table 1 are for the largest groups within the AANHPI community. Data should not be interpreted as each groups representation within California's population as a whole.
- <sup>43</sup> "Other Asian" includes those students who did not identify as Filipino, Chinese, Vietnamese, Korean, Indian, Japanese, Cambodian, or Laotian.
- <sup>44</sup> Asian Americans Advancing Justice and Empowering Pacific Islander Communities. (2014). *A Community of Contrasts: Native Hawaiians and Pacific Islanders in the United States*. Retrieved from [http://empoweredpi.org/wp-content/uploads/2014/06/A\\_Community\\_of\\_Contrasts\\_NHPI\\_US\\_2014-1.pdf](http://empoweredpi.org/wp-content/uploads/2014/06/A_Community_of_Contrasts_NHPI_US_2014-1.pdf).
- <sup>45</sup> Ibid.
- <sup>46</sup> Ibid.
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- <sup>48</sup> This UC-designated category includes Bangladeshi, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Sri Lankan, Thai, and all others except for Chinese, East Indian/Pakistani, Japanese, Korean, Filipino, and Vietnamese.
- <sup>49</sup> Cohorts are defined by year of entry in regards to completion rates and by fall term start in regards to enrollment counts. The California Community College system defines “completion” as a student who has earned at least six units and who has attempted a math or English class within their first three years and obtained one of the following three outcomes, 1) earned an associate’s degree 2) earned a certificate, 3) transferred to a four year institution or 4) achieved “transferred prepared” which indicates that a student has completed 60 transferable credits to the UC or the CSU within six years. Data provided by the California Community College Chancellor’s office on April 30, 2015. These figures may not be exactly similar to those from the Datamart tool provided by the California Community Colleges Chancellor’s Office since this tool is updated continuously.
- <sup>50</sup> Data from California Community Colleges 2015 Statewide Student Success Scorecard report the following six-year completion rates for the 2007-08 cohort: Asian American (66 percent); Filipino (51 percent); NHPI (43 percent); Black (38%); and Latino (39%). Accessed on 7/30/2015 from <http://scorecard.cccco.edu/scorecard.aspx>.
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- <sup>54</sup> California Community Colleges Chancellor’s Office Transfer Velocity Cohort Report. Retrieved from [datamart.cccco.edu](http://datamart.cccco.edu). This measure is derived from a cohort of first-time students who entered CCC in 2008-09 and completed twelve credit units and attempted transfer-level math or English within six years.
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- <sup>58</sup> While the sample size for Cambodians at Cal State Long Beach is less than 100, the four-year graduation rates remain relatively steady between three and six percent for the past six cohorts. The six-year graduation rates have fluctuated more.
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<sup>120</sup> The California Dream Act refers to Assembly Bills (AB) 130 and 131. AB 130 went into effect January 2012 and allowed receipt of private scholarships at public schools. AB 131 had two parts: (1) Effective January 1, 2012, Dreamers were eligible

for UC Grants, State University Grants and BOG fee waivers. (2) Effective 2013-14 academic year, Dreamers were allowed to receive Cal Grant and Chafee Grant in addition to everything in Part 1. For more information, visit <http://www.csac.ca.gov/doc.asp?id=1478>.

<sup>121</sup> California Student Aid Commission. (February 9, 2015). *Student Impact Committee. Exhibit 19: Update on Dream Act*. Retrieved from <http://www.csac.ca.gov/comm/sic/20150219/exh19.pdf>.

<sup>122</sup> Not all students who are offered a Dream Act award receive payment. Applicants who meet the Cal Grant eligibility requirements are offered a Cal Grant award otherwise the institution which the student attends must provide aid directly. Cal Grant award offers are not utilized because applicants do not attend college, do not submit requested documents to the financial aid office and failure to complete certain Cal Grant requirements. All Cal Grant award offers not utilized during the academic year may be withdrawn. Additionally, Dreamers cannot receive the limited Competitive Cal Grant award unless all other California residents have an opportunity to receive an award.

<sup>123</sup> California Student Aid Commission. (February 9, 2015). *Student Impact Committee. Exhibit 19: Update on Dream Act*.

<sup>124</sup> Ibid.

<sup>125</sup> California faces an estimated shortage of one million college graduates by 2025. Johnson, H., and R. Sengupta. (2009). *Closing the Gap: Meeting California's Need for College Graduates*. Public Policy Institute of California.

<sup>126</sup> California Community College Chancellor's Office. (2015). Management Information Data Systems: Transfer Velocity Cohort-Parameter Selection Area. Retrieved from [http://datamart.cccco.edu/Outcomes/Transfer\\_Velocity.aspx](http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx).

<sup>127</sup> California Community Colleges Chancellor's Office, Office of Communications. *Key Facts about California Community Colleges*. Retrieved from <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>.

<sup>128</sup> Abell, B. (2015). Student Housing Cost Set to Increase Over Next 5 Years. *The Bottom Line*. Retrieved from <https://thebottomline.as.ucsb.edu/2015/03/student-housing-cost-set-to-increase-over-next-5-years>.

<sup>129</sup> Jackson, O. *The Cost of Opportunity. Access to College Financial Aid in California*. The Education Trust-West. Retrieved from <http://29v0kg31gs803wndhe1sj1hd.wpengine.netdna-cdn.com/wp-content/uploads/sites/3/2015/01/ETW-Cost-of-Opportunity-Feb-2013.pdf>.

<sup>130</sup> The Institute for College Access & Success. (2014). *Strengthening Cal Grants to Better Serve Today's African-American Students*. Retrieved from [http://www.ticas.org/files/pub/African\\_American\\_Cal\\_Grant\\_Factsheet.pdf](http://www.ticas.org/files/pub/African_American_Cal_Grant_Factsheet.pdf).

<sup>131</sup> State of California. (2015). California 2015-16 State Budget. Retrieved from <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>.

<sup>132</sup> The Department of Education. (2015). Data Disaggregation. Retrieved from <http://www.ed.gov/edblogs/aapi/data-disaggregation/>.

<sup>133</sup> California Department of Education. Cohort Outcome Data for the Class of 2013-14. Retrieved from <http://data1.cde.ca.gov/dataquest>.

<sup>134</sup> Salles, J.M.(2004). The Wealth Gap Between Rich And Poor Is The Widest Ever Recorded. *Think Progress*. Retrieved from <http://thinkprogress.org/economy/2014/12/18/3605137/us-wealth-gap-at-its-widest-in-decades/>.

<sup>135</sup> Peralta, K. (2014). Benefits of College Still Outweigh Costs, Fed Study Says. *U.S. News and World Reports*. Retrieved from <http://www.usnews.com/news/articles/2014/06/24/benefits-of-college-still-outweigh-costs-fed-study-says>.

<sup>136</sup> Salles, J.M.(2004). The Wealth Gap Between Rich And Poor Is The Widest Ever Recorded. *Think Progress*. Retrieved from <http://thinkprogress.org/economy/2014/12/18/3605137/us-wealth-gap-at-its-widest-in-decades/>.

<sup>137</sup> Geiser, S. & Atkinson, R. C. (2012). Beyond the Master Plan: The Case for Restructuring Baccalaureate Education in California. *California Journal of Politics and Policy*. Retrieved from [http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/Geiser\\_S-Beyond\\_the\\_Master\\_Plan.pdf](http://www.cshe.berkeley.edu/sites/default/files/shared/publications/docs/Geiser_S-Beyond_the_Master_Plan.pdf).



# ABOUT THE CAMPAIGN

The Campaign for College Opportunity is a broad-based, bipartisan coalition, including business, education and civil rights leaders that is dedicated to ensuring that all Californians have an equal opportunity to attend and succeed in college in order to build a vibrant workforce, economy and democracy. The Campaign works to create an environment of change and lead the state toward effective policy solutions. It is focused upon substantially increasing the number of students attending two- and four-year colleges in California so that we can produce the 2.3 million additional college graduates that our state needs.

For more information, visit: [www.collegecampaign.org](http://www.collegecampaign.org).

## Los Angeles Office

714 W. Olympic Boulevard, Suite 745  
Los Angeles, CA 90015  
Tel: 213.744.9434  
Fax: 800.207.3560  
President: Michele Siqueiros

## Sacramento Office

1512 14th Street  
Sacramento, CA 95814  
Tel: 916.443.1681  
Fax: 916.443.1682  
Executive Vice President: Jessie Ryan

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